

CAREER & TECHNOLOGY STUDIES

FASHION STUDIES

GUIDE TO STANDARDS AND IMPLEMENTATION

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Alberta
EDUCATION

CURRICULUM STANDARDS BRANCH

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| <i>Parents</i> | |
| <i>Students</i> | |
| <i>Teachers</i> | ✓ |

Program/Level: Career and Technology Studies/Secondary

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NOTE: Shaded areas within this document have been approved for optional implementation. Assessment conditions and criteria are in draft form and will be validated 1994–97.

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CAREER AND TECHNOLOGY STUDIES

PROGRAM PHILOSOPHY/RATIONALE

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they must make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering the highly competitive workplace and/or post-secondary programs.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by using the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents,

interests and abilities; and defining and acting on their goals.

As an important component of basic education in Alberta secondary schools, CTS promotes students' achievement by setting clear expectations and recognizing students' success. Students in CTS develop competencies—that is, the knowledge, skills and attitudes students must demonstrate, or what they know and can do.

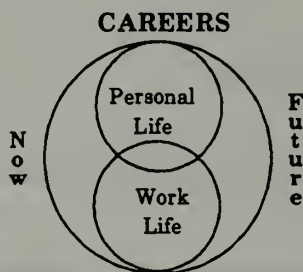
These competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To help ensure this transition for students, clearly stated expectations and standards have been defined with the assistance of teachers, business and industry representatives and post-secondary educators.

CTS offers *all* students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions, and to appreciate environmental and safety precautions.

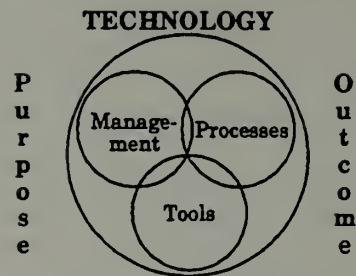
A career encompasses more than activities related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen.



The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations and job opportunities and the education and/or training requirements involved. As well, they will recognize the need for lifelong learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Students' social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Further enhancing the employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

Finally, in addition to the common outcomes described above, those students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies that are integrated throughout the CTS program.

Within an applied context that is relevant to personal goals, aptitudes and abilities, the student in Career and Technology Studies will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively, linking and applying available tools, management and processes to produce a desired outcome
- develop personal management skills by:
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing learning)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (being innovative)
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing resources)
- improve social interaction skills by:
 - demonstrating flexibility and cooperative work and communication behaviors (working with others)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (teamwork and leadership)
 - demonstrating high standards of diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility)
- demonstrate appropriate verbal, written, composition, summarization and presentation skills
- use basic computation and measurement principles accurately and efficiently.

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into *strands* and *modules*.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors that offer positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. The industry sectors encompass both goods-producing industries, such as agriculture, manufacturing and construction, and service-producing industries, such as business services, health services, and finance and insurance services.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites and facility and instructional parameters, where necessary.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations (i.e., have the designated competencies) will qualify for one credit towards their high school diploma.

Module learner expectations are a culmination of the *specific learner expectations*, which provide a more detailed framework for instruction. They define the scope and depth of knowledge, skills and attitudes the student should acquire.

The following chart shows the 21 strands that comprise the CTS program and the number of modules available in each strand.

| Strand | No. of Modules |
|--------------------------------|----------------|
| 1. Agriculture | 31 |
| 2. Career Transitions | 23 |
| 3. Communication Technology | 32 |
| 4. <i>Community Health</i> | 25* |
| 5. Construction Technologies | 46 |
| 6. Cosmetology | 58 |
| 7. Design Studies | 31 |
| 8. <i>Electro-Technologies</i> | 33* |
| 9. Energy and Mines | 27 |
| 10. Enterprise and Innovation | 8 |
| 11. Fabrication Studies | 41 |
| 12. Fashion Studies | 29 |
| 13. Financial Management | 15 |
| 14. Foods | 37 |
| 15. Forestry | 21 |
| 16. Information Processing | 43 |
| 17. Legal Studies | 13 |
| 18. Management and Marketing | 21 |
| 19. Mechanics | 53 |
| 20. Tourism Studies | 24 |
| 21. Wildlife | 17 |

*Estimate

Note: As of September 1995, 19 of the 21 strands are available for optional implementation in Alberta junior and high schools. The remaining strands, indicated above in italics, will be phased in from September 1995 to September 1996. Provincial implementation of all strands is scheduled for September 1997.

LEVELS OF ACHIEVEMENT

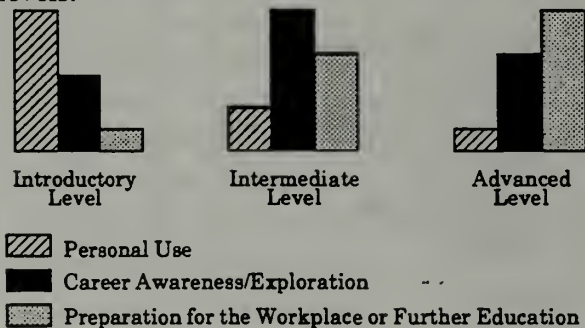
Modules are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they will be expected to meet higher standards and demonstrate increased degree of competence, both in the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

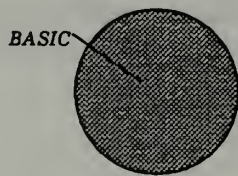
Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

The following illustrates the relative emphasis on the aspects of career planning at each of the levels.



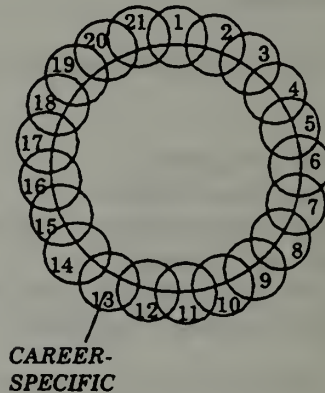
TYPES OF COMPETENCE

Two types of competence are defined within the CTS program: basic and career-specific.



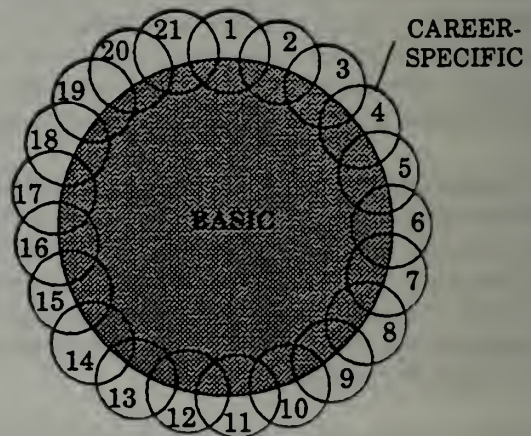
Basic Competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, and demonstrating responsibility (safety and accountability).



Career-specific Competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The following model shows the relationship of these two types of competencies within the 21 strands of CTS (numbers refer to the chart on page A.5):



CURRICULUM AND ASSESSMENT STANDARDS

CURRICULUM STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

ASSESSMENT STANDARDS

Assessment standards define how the student's performance will be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies defined in each module learner expectation. Students must fully meet each assessment standard, including all of the criteria and conditions defined for the module. Assessment standards are in draft form, as are tools and weightings, and will be validated 1994-97.

Teachers throughout the province will be able to ensure students receive a fair and reliable assessment. Students will use the assessment standards to guide their efforts, ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are as much as possible linked to workplace and post-secondary entry-level requirements.

The following pages describe the Fashion Studies strand in the Career and Technology Studies program.

FASHION STUDIES

STRAND RATIONALE

Fashion affects all aspects of our daily lives—in the home, in the workplace and in the environment. According to the Apparel Industry Development Study¹,

the apparel industry is the second largest employer of Alberta's consumer products industry, after processed foods. The industry comprises about 150 firms, employs over 3,000 people and generates annual wholesale revenues in the vicinity of \$150 million. The retailers employ approximately 4,500 full-time workers and generate annual retail revenues of approximately \$750 million.

The fashion garment industry itself is a growing economic link between Canada and other nations. Canadian designers are thriving in the international fashion industry.

Fashion Studies involves the study of clothing and textiles in a variety of contexts. It is concerned with the design, production and merchandising of clothing, textiles and accessories.

The Fashion Studies curriculum provides opportunities for students to increase their knowledge of the industry, and provides them

with important daily living skills. The curriculum prepares students for their roles as consumers, enables them to explore and prepare for fashion-related careers, and enhances their personal lives by providing a creative outlet.

Fashion Studies may use student-centred or teacher-directed approaches, combining the development of thinking processes and practical skills in concrete, realistic learning situations. Throughout Fashion Studies, students are encouraged to solve problems, make decisions and develop the flexibility needed to adapt quickly to new situations.

Each module in Fashion Studies provides opportunities for students to link practice to theory; that is, to link concrete and psychomotor learning experiences to more abstract thought processes and levels of thinking.

Fashion Studies modules are designed to encourage students to transfer competencies they have developed in other courses as well as through hobbies, interests and other experiences. By developing basic and career-specific knowledge, skills and attitudes in the context of fashion, students will develop the ability to relate theory to practice, apply competencies in a variety of relevant situations

1. Alberta Economic Development and Trade, Industry Development Division.

and respond with confidence when meeting personal and professional challenges.

Within the philosophy of Career and Technology Studies (CTS), students in Fashion Studies *will*:

- develop an understanding of the role that fashion plays in society and its impact on the individual and family in daily living, in the workplace and on the environment
- practise and achieve competencies in designing, constructing and/or merchandising fashion projects
- develop a greater awareness of the role of fashion-related businesses and industries in society, and the potential for enterprise and innovation within the broad area of fashion
- assess personal interests, abilities and aptitudes relevant to making realistic and satisfying career choices in the fashion industry and auxiliary areas.

STRAND ORGANIZATION

DEVELOPMENT MODEL

The model below identifies the major dimensions of Fashion Studies:

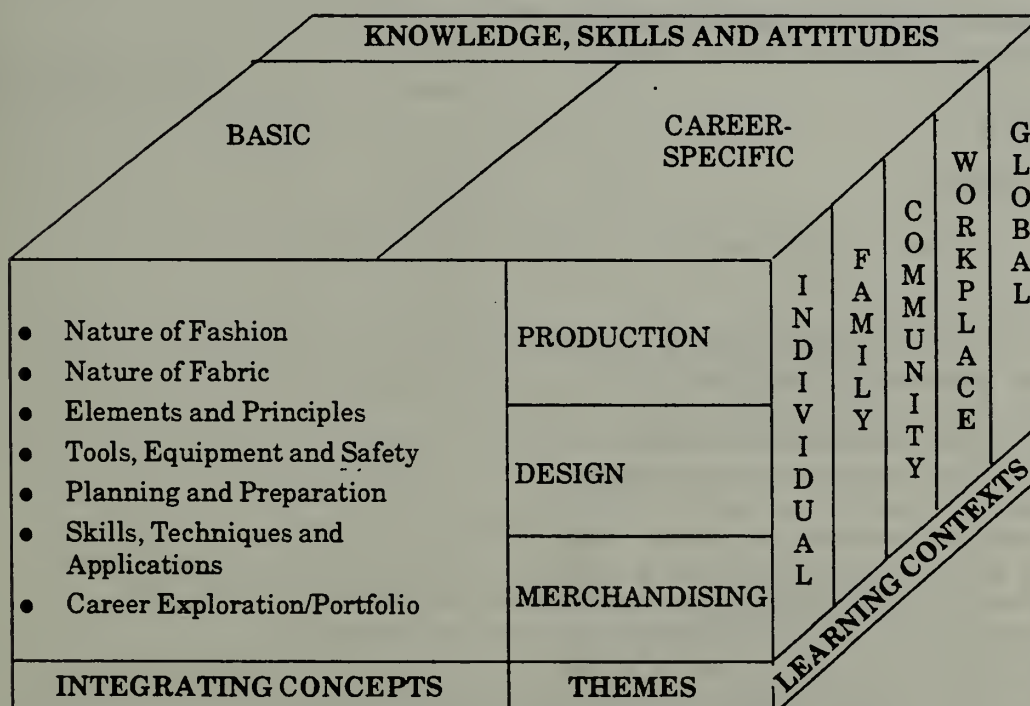
- learner expectations (knowledge, skills and attitudes)
- integrating concepts
- learning contexts
- themes.

Learner Expectations

Learner expectations are described in Sections D, E and F.

Integrating Concepts

Certain concepts important in the Fashion Studies strand are integrated throughout the modules. Emphasis varies, depending on module content and context. These concepts are listed on the front face of the model below.



Learning Contexts

The personal learning contexts focus on the development of competencies appropriate to meet individual and family needs.

The career awareness learning context focuses on the development of competencies related to becoming more aware of trends, issues and fashion-related opportunities available in the community and workplace.

The career preparation learning context focuses on the development of competencies required to pursue work and/or further education or training in the fashion industry.

Themes

Themes provide the settings in which learner expectations are linked together into meaningful activities.

Themes describe the areas of Fashion Studies to which the learner expectations relate. They are:

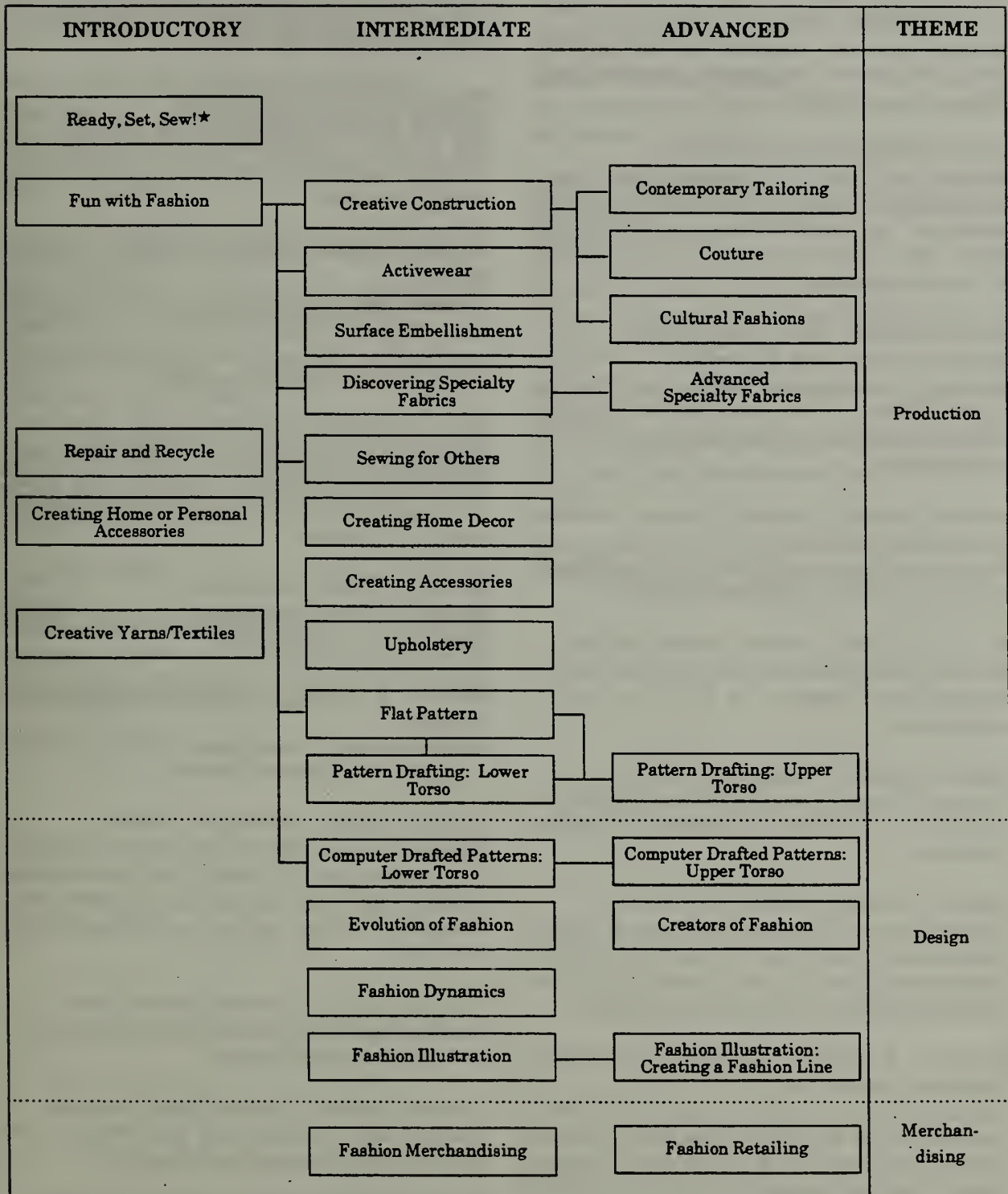
- production
- design
- merchandising.

LEVELS

Introductory modules within Fashion Studies encourage exploration and establish a foundation of related knowledge, skills and attitudes. Learning experiences begin at a concrete level and help students to understand the impact of fashion on daily living. Intermediate level modules emphasize career awareness and job exploration, and provide opportunities for students to further develop their knowledge and skills in fashion areas. Advanced level modules emphasize career preparation and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to fashion and auxiliary careers and to further education and training.

SCOPE AND SEQUENCE

FASHION STUDIES



— Prerequisite

★ Recommended prerequisite or corequisite for most modules within the production theme.

MODULE DESCRIPTIONS

Module FAS103: Ready, Set, Sew!

Students learn how to safely use and care for sewing and pressing equipment, and apply these skills in the assembly of a project.

Module FAS104: Fun with Fashion

Students learn how to determine pattern size, choose suitable pattern and fabric, make pattern alterations, and prepare fabric and pattern for layout. They apply these skills to the assembly of a simple garment.

Module FAS105: Repair and Recycle

Students learn how to restore or recycle garments through repair, customizing, redesign or embellishment. They use these techniques to update a wardrobe or create something new from something old.

Module FAS106: Creating Home or Personal Accessories

Students use basic sewing skills and techniques to construct a home or personal accessory.

Module FAS107: Creative Yarns/Textiles

Students learn about the various yarn or textile arts/crafts and apply the skills to project construction.

Module FAS201: Fashion Dynamics

Students learn to recognize and apply the elements and principles of design to planning a wardrobe.

Module FAS202: Fashion Illustration

Students discover the exciting world of fashion illustration. They learn to sketch a croquis incorporating gesture and to apply skills and knowledge to creative fashion illustrations.

Module FAS203: Computer Drafted Patterns: Lower Torso

Students develop and apply knowledge, skills and techniques necessary to operate a personal computer to design and draft patterns for fashion items. They are expected to work with limited direct instruction from their teacher in the problem-solving component of this module.

Module FAS204: Evolution of Fashion

Students discover how fashion has been influenced throughout history and relate past fashions to present-day styles.

Module FAS205: Flat Pattern

Students change a basic skirt or pant pattern into a design of choice using flat pattern designing techniques, and test the design by sewing in muslin.

Module FAS206: Pattern Drafting: Lower Torso

Students use body measurements to draft a basic skirt or pant. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module FAS207: Creative Construction

Students apply the knowledge gained in Fun with Fashion (FAS104) and go onto more advanced techniques and knowledge of fabrics to complete a garment.

Module FAS208: Activewear

Students learn how to make activewear unique, attractive and serviceable.

Module FAS209: Discovering Specialty Fabrics

Students research, experiment with and produce a project using a specialty fabric.

Module FAS210: Sewing for Others

Students have an opportunity to sew something for someone else. A "client" may have special requests that may require special measuring, designing, fitting, sewing techniques and/or resources.

Module FAS211: Creating Home Decor

Students apply design and sewing techniques to create a home decor fashion.

Module FAS212: Surface Embellishment

Students use the skills from this module to add pizzazz to their wardrobe or home decor.

Module FAS214: Fashion Merchandising

Students learn policies and techniques used by the industry to sell fashion.

Module FAS215: Upholstery

Students have the opportunity to innovate, remove and recover an upholstery item.

Module FAS216: Creating Accessories

Students study accessories related to fashion, and produce a fashion accessory. Possibilities include belts, gloves, neckwear, footwear, jewellery, bags.

Module FAS301: Fashion Illustration: Creating a Fashion Line

Students create a fashion line by applying fashion illustration skills and techniques.

Module FAS302: Computer Drafted Patterns: Upper Torso

Students use a personal computer and appropriate software to design and draft patterns for fashion items with limited direct instruction from the teacher in the problem-solving component of this module.

Module FAS303: Pattern Drafting: Upper Torso

Students use body measurements to draft a basic bodice and sleeve. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module FAS304: Contemporary Tailoring

Students create a jacket or coat shaped with the use of tailoring techniques.

Module FAS306: Couture

Past couturiers inspire students to create their own fashion sensations.

Module FAS307: Creators of Fashion

Students discover the fascinating world of the creators of fashion.

Module FAS308: Cultural Fashions

Students experience the charm and intrigue of fashions of other cultures.

Module FAS309: Advanced Specialty Fabrics

Students learn about an advanced specialty fabric and then create and construct a distinctive project.

Module FAS314: Fashion Retailing

Students analyze the world of fashion retailing.

PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to pages C.2–C.3 of this Guide for recommendations regarding the Fashion Studies strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Module selection and sequencing must consider the module parameters, which define:

- prerequisite and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible time-tabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

Basic competencies are also developed throughout the CTS program and within each module. Selected basic competencies will be emphasized within a module, depending on the nature of the career-specific competencies defined for the module.

Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the three developmental levels defined for the basic competencies.

Assessment of basic competencies could include input and reflection from the student, teacher, peers and workplace supervisors. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

No mark would be assigned to the student's performance in the designated basic competencies, although a description of the level of performance should be included within the assessment of each module.

Assessing Student Achievement

Assessing the student's competency is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

The relative weighting, or emphasis, for each assessment standard has also been established. The weighting is a guideline to help teachers determine a percentage grade for students.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support the Fashion Studies strand. It is intended that these resources will form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and annotations. Additional sources refer to non-commercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the time lines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for some modules in Fashion Studies.

Copies of these sample learning guides can be obtained, by request, from the CTS Unit in print and/or disk format (Microsoft Word).

PLANNING FOR FASHION STUDIES

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Fashion Studies strand.

Selecting Modules

The scope and sequence chart, page B.5, provides an overview of the Fashion Studies modules, indicating prerequisites and theme areas. Brief descriptions of the modules are on pages B.6–B.7.

Fashion Studies in Junior High

The introductory modules may be offered at junior high. The number of modules will vary according to time available throughout Grade 7, 8 and 9.

| Time Available | Modules |
|----------------|---|
| 25 hours | <ul style="list-style-type: none"> • Ready, Set, Sew! |
| 50 hours | <ul style="list-style-type: none"> • Ready, Set, Sew! • Fun with Fashion |
| 75-100 hours | add one or more of the following introductory level modules: <ul style="list-style-type: none"> • Repair and Recycle • Creating Home or Personal Accessories • Creative Yarns/Textiles |

Modules may be combined into courses and offered within a school year or over a span of a few years.

Fashion Studies in Senior High

In addition to all intermediate and advanced level modules, introductory modules may be offered to senior high students who do not have the competencies identified, particularly for the following introductory modules:

- Ready, Set, Sew!—since it is a recommended prerequisite or corequisite module.
- Fun with Fashion—since it is a prerequisite or corequisite module.

Following are a few examples of possible module groupings into sample courses:

| | |
|---|--|
| 3 credit (no previous experience) | <ul style="list-style-type: none"> • Ready, Set, Sew! • Fun with Fashion • Activewear |
| 3 credit (strong junior high school transition) | <ul style="list-style-type: none"> • Creative Construction • Activewear • Discovering Specialty Fabrics |
| 5 credit: | add 2 modules to the above groupings; e.g., |
| production | <ul style="list-style-type: none"> • Surface Embellishment • Flat Pattern |
| design | <ul style="list-style-type: none"> • Fashion Dynamics • Fashion Illustration |
| merchandising | <ul style="list-style-type: none"> • Fashion Promotion: Print and Broadcast Media • Fashion Merchandising |

Modules could also be grouped into comprehensive courses that emphasize a particular theme.

Most modules may be offered in a commercial context to increase the proficiency level of various fashion preparation techniques; it may be advisable to combine with project modules from the Career Transitions strand.

It is suggested that students retain assignments and projects where applicable to develop a portfolio. Employers and faculty administrators are requesting that prospective applicants present a portfolio of their work upon application.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Fashion Studies to provide increased opportunity for students to develop expertise and refine their competencies, or when an extensive project has been undertaken. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

D. MODULE CURRICULUM AND ASSESSMENT STANDARDS:

INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Fashion Studies.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the conditions and criteria to be used for assessing the competencies defined in the module learner expectations. These assessment standards and the accompanying assessment tools are in draft form and will be validated from 1994 to 1996.

Specific learner expectations provide a detailed framework for instruction and help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

| | | |
|----------------|---|------|
| Module FAS103: | Ready, Set, Sew! | D.3 |
| Module FAS104: | Fun with Fashion | D.7 |
| Module FAS105: | Repair and Recycle | D.9 |
| Module FAS106: | Creating Home or Personal Accessories | D.13 |
| Module FAS107: | Creative Yarns/Textiles | D.15 |

MODULE FAS103: READY, SET, SEW!**Level:** **Introductory****Theme:** **Production****Prerequisite:** **None****Module Parameters:** **Access to sewing-related equipment**

Students learn how to safely use and care for sewing and pressing equipment, and apply these skills in the assembly of a project.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|---------------------------|
| <i>The student will:</i> <ul style="list-style-type: none">● demonstrate safe use and care of sewing equipment | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Concept Test consisting of questions on:<ul style="list-style-type: none">– names and functions of sewing machine parts– troubleshooting– safety. | 10 |
| <ul style="list-style-type: none">● identify woven, non-woven and knit fabrics● identify care symbols | <ul style="list-style-type: none">● Practical Lab Experience in which the student safely and proficiently uses the following:<ul style="list-style-type: none">– sewing machine– pressing equipment– cutting tools.● Practical Lab Experience in which the student identifies:<ul style="list-style-type: none">– woven, non-woven and knit fabrics– care symbols. | 15 |
| <ul style="list-style-type: none">● demonstrate basic sewing, pressing and managing skills while assembling a simple project | <ul style="list-style-type: none">● Practical Lab Experience that involves:<ul style="list-style-type: none">– selection of a project (with teacher approval) appropriate to student skill level– assembly of project demonstrating management skills– demonstrating competency in a minimum of five sewing techniques at the introductory competency level or higher not previously demonstrated (refer to Techniques and Skills Chart)– assessment of the project and process. | 55 |
| <ul style="list-style-type: none">● assess in the context of Ready, Set, Sew! the components of personal adaptability that may be significant for career choices | <ul style="list-style-type: none">● Portfolio entry. | 5 |

MODULE FAS103: READY, SET, SEW! (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|-----------------------------|--|-------|
| Tools, Equipment and Safety | <p><i>The student should:</i></p> <ul style="list-style-type: none"> practise safety when using the sewing, pressing and cutting tools and equipment identify and explain the main parts of the sewing machine demonstrate correct threading and basic sewing techniques identify correct selection of sewing machine needle demonstrate and practise correct pressing techniques using pressing aids explain the difference between pressing and ironing. | |
| Elements and Principles | <ul style="list-style-type: none"> recognize basic fabric widths identify and describe a method of preshrinking fabric identify and explain methods of straightening fabric ends describe how to check for grain perfection describe how to straighten fabric grain identify and describe information found on pattern envelope and pattern instruction sheet identify and describe the pattern symbols | |

MODULE FAS103: READY, SET, SEW! (continued)

| Concept | Specific Learner Expectations | Notes |
|--|---|---|
| Elements and Principles (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● describe how to choose the pattern layout according to view, pattern size, fabric width and nap ● describe how to transfer pattern markings to fabric. | |
| Nature of Fabric | <ul style="list-style-type: none"> ● explain the differences between woven, non-woven and knit ● identify care symbols ● describe terminology related to fabric construction. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● demonstrate an understanding of sewing safety, the sewing machine, pressing, pattern information and fabric basics through application and completion of a simple project. | <p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> ● lunch bag, locker organizer, tote bag, simple pillow, hair accessories ● sports bag, tool caddy, windsock ● easy craft or garment. |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS104: FUN WITH FASHION**Level:** Introductory**Theme:** Production**Prerequisite:** Ready, Set, Sew! (FAS103)**Module Parameters:** Access to sewing-related equipment

Students learn how to determine pattern size, choose suitable pattern and fabric, make pattern alterations, and prepare fabric and pattern for layout. They apply these skills to the assembly of a simple garment.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|---|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify characteristics and care of selected natural, synthetic and blended fabrics identify information found on a label demonstrate and apply basic sewing and management skills in the assembly of a sewing project chosen with teacher approval assess in the context of Fun with Fashion the components of personal adaptability that may be significant for career choices demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experience in which the student identifies natural, synthetic and blended fabrics and information found on a label. Practical Lab Experience in which the student selects and sews a project with teacher approval and demonstrates all of the following skills: <ul style="list-style-type: none"> measuring and determining pattern size if applicable choosing suitable fabric preparing fabric for layout and cutting competency in a minimum of five sewing techniques at the introductory competency level or higher not previously demonstrated (refer to Techniques and Skills Chart) labelling regulations. <p><i>Assessment Tool</i> <i>Evaluating Apparel Quality</i></p> <ul style="list-style-type: none"> Portfolio entry. Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>85</p> <p>5</p> <p>Integrated throughout</p> |

MODULE FAS104: FUN WITH FASHION (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|--|
| Planning and Preparation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● take basic measurements required for a selected project ● determine pattern size if applicable ● alter pattern as required ● demonstrate correct use of pattern envelope, instructions and symbols. | |
| Nature of Fabric | <ul style="list-style-type: none"> ● be aware of factors that determine suitability of fabric and pattern ● identify characteristics of selected natural, synthetic and blend fabrics ● identify care requirements for selected natural, synthetic and blend fabrics ● identify information found on a label. | Discarded clothing can be used for fabric study. |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● practise the following techniques as related to project selection: <ul style="list-style-type: none"> – true, straighten and lay out fabric and pattern as instruction sheet suggests – pin and cut accurately – transfer markings – staystitch – sew a balanced stitched seam with even seam allowance ● demonstrate competency in a minimum of five sewing techniques at the introductory competency level or high not previously demonstrated. | <p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> ● boxer shorts, pull-on pants, sweat shirt, shirt ● skirt, pants ● stuffed toy ● accessories—hat, tote bag ● sportsbag ● backpack ● jacket. |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS105: REPAIR AND RECYCLE**Level: Introductory****Theme: Production****Prerequisites: Ready, Set, Sew! (FAS103)****Module Parameters: Access to sewing-related equipment**

Students learn how to restore or recycle garments through repair, customizing, redesign or embellishment. They use these techniques to update a wardrobe or create something new from something old.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">● analyze garments based on fibre/fabric characteristics, quality, cost and maintenance requirements | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Analysis consisting of:<ul style="list-style-type: none">– research of a minimum of five garments of varying qualities:<ul style="list-style-type: none">● fibre content● fabric construction● garment construction● cost● maintenance● overall appearance. | 15 |
| <ul style="list-style-type: none">● demonstrate basic repair procedures | <ul style="list-style-type: none">● Practical Experience in which the student demonstrates competency in a minimum of five repair techniques at the introductory competency level not previously demonstrated (refer to Techniques and Skills Chart). | 25 |
| <ul style="list-style-type: none">● demonstrate the recycling of a textile item | <ul style="list-style-type: none">● Project in which the student applies the principles of recycling. The project will consist of:<ul style="list-style-type: none">– a description– steps involved– resources necessary– completed product. | 55 |
| <ul style="list-style-type: none">● assess in the context of Repair and Recycle the components of personal adaptability that may be significant for career choices | <ul style="list-style-type: none">● Portfolio entry. | 5 |

MODULE FAS105: REPAIR AND RECYCLE (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated Throughout |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|--|
| Nature of Fabric | <p><i>The student should:</i></p> <ul style="list-style-type: none"> evaluate five garments based on fibre content, fabric construction, garment construction, cost, maintenance and overall appearance. | |
| Planning and Preparation | <ul style="list-style-type: none"> consider the financial saving, personal satisfaction and possible extended garment life of the five garments evaluated identify basic tools required for repair identify basic repair terms and techniques. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> demonstrate at least five repairs based on the fabric, time available, equipment and garment use demonstrate creative ways to recycle fabric | <p>Refer to Techniques and Skills Chart.</p> <p>Piecing; use of special fabric for repair – leather, appliqué, lace, sequins, studs, buttons, bows; techniques for attaching appliqué; use of decorative embroidery, trim, paints.</p> |

MODULE FAS105: REPAIR AND RECYCLE (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|--|
| Skills, Techniques and Applications (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> demonstrate alteration and/or design procedures in repairing and recycling a chosen project. | <p>Possible projects:</p> <ul style="list-style-type: none"> Redesign garment – change collar or neckline, add, replace or remove details; restyle – sweater to vest or cardigan, pants to skirt; create a new garment – shirt and skirt from a dress, vest from full skirt; change fabric use – remove detail and reuse the fabric for another project. bring a denim jacket to life by adding appliqués of leather to cover weak fabric areas, embroidery, fringing, studs and new buttons insert pieced strips of fabric inside seams and new pockets to shorts or pants. convert neckties or blankets into vests, skirts or simple jackets reline a jacket. |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS106: CREATING HOME OR PERSONAL ACCESSORIES**Level:** Introductory**Theme:** Production**Prerequisite:** Ready, Set, Sew! (FAS103)**Module Parameters:** Access to sewing-related equipment and tools required

Students use basic sewing skills and techniques to construct a home or personal accessory.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|---|
| <i>The student will:</i> <ul style="list-style-type: none">● demonstrate knowledge and skills related to home or personal accessories● apply time, energy and resource management skills in construction of a project chosen with teacher approval● assess in the context of Creating Home or Personal Accessories the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experience in which the student selects and makes a personal or home accessory with teacher approval and demonstrates all of the following skills:<ul style="list-style-type: none">- drawing a diagram with required measurements- determining the required fabric and notions- choosing a suitable fabric- preparing fabric for layout and cutting- demonstrating competency in a minimum of five techniques at the introductory level techniques not previously demonstrated (refer to Techniques and Skills Chart).● Portfolio entry.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">- managing learning- being innovative- managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <p>95</p> <p>5</p> <p>Integrated throughout</p> |

MODULE FAS106: CREATING HOME OR PERSONAL ACCESSORIES (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|---|
| Planning and Preparation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● select a commercial pattern, OR sketch, design and draft a pattern ● construct chosen project. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● demonstrate competency in a minimum of five techniques at the introductory level techniques not previously demonstrated. | <p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> ● Home: placemats, napkins, pillow, curtains, pillow with ruffles, zipper, appliqué, seat cushion, kitchen accessories such as oven mitts, appliance covers, nursery items such as laundry bag, baby comforter, supply caddy ● Personal: neck ties, pencil case, tote bag with pockets and zippers, hat, stick sack, hockey bag, fanny pack, ski bag, wallet, tool caddy, gun case, ratchet cover, bike pack, wrist pack. |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS107: CREATIVE YARNS/TEXTILES**Level: Introductory****Theme: Production****Prerequisite: None****Module Parameters: Equipment required is specific to project chosen**

Students learn about the various yarn or textile arts/crafts and apply the skills to project construction.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|-----------------------|
| <i>The student will:</i> <ul style="list-style-type: none">● investigate several yarn or textile arts/crafts● demonstrate and apply basic skills and knowledge of yarn or textile arts/crafts● assess in the context of Creative Yarns/Textiles the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Analysis consisting of researching a minimum of five yarn or textiles arts/crafts:<ul style="list-style-type: none">- supplies- planning- skill complexity- creativity- time. | 20 |
| | <ul style="list-style-type: none">● Project in which the student demonstrates skills in one or more yarn or textile arts/crafts. | 75 |
| | <ul style="list-style-type: none">● Portfolio entry. | 5 |
| | <ul style="list-style-type: none">● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">- managing learning- being innovative- managing resources. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

MODULE FAS107: CREATIVE YARNS/TEXTILES (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|--|
| Nature of Fabric | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify a minimum of five yarn or textile arts/crafts. | <p>Suggestions include knitting – hand, machine; crochet; embroidery – crewel, cross stitch, needlepoint, monogramming, smocking, huck, appliqué embroidery, sewing machine embroidery, cutwork; rug crafts – hand hooking, punch needle, cross stitch on burlap, needlepoint, braided, crochet, tufted; weaving – loom, off loom; knotting – macramé, tatting; moose tufting; porcupine quill arts; beading, dream catcher.</p> |
| Planning and Preparation | <ul style="list-style-type: none"> research one or more specific yarn or textile arts/crafts. | <p>Refer to Techniques and Skills Charts.</p> <p>Learn the skills and technique; choose an existing pattern or create own pattern; determine required supplies. Project choice depends on student age and level of maturity and on resources available.</p> |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> complete the selected project evaluate the completed project's technique, design and overall appearance. | |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

E. MODULE CURRICULUM AND ASSESSMENT STANDARDS:

INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Fashion Studies.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

| | | |
|----------------|--|------|
| Module FAS201: | Fashion Dynamics | E.3 |
| Module FAS202: | Fashion Illustration | E.5 |
| Module FAS203: | Computer Drafted Patterns: Lower Torso | E.7 |
| Module FAS204: | Evolution of Fashion | E.9 |
| Module FAS205: | Flat Pattern | E.11 |
| Module FAS206: | Pattern Drafting: Lower Torso | E.13 |
| Module FAS207: | Creative Construction | E.15 |
| Module FAS208: | Activewear | E.17 |
| Module FAS209: | Discovering Specialty Fabrics | E.19 |
| Module FAS210: | Sewing for Others | E.21 |
| Module FAS211: | Creating Home Decor | E.23 |
| Module FAS212: | Surface Embellishment | E.25 |
| Module FAS214: | Fashion Merchandising | E.27 |
| Module FAS215: | Upholstery | E.29 |
| Module FAS216: | Creating Accessories | E.31 |

MODULE FAS201: FASHION DYNAMICS**Level: Intermediate****Theme: Design****Prerequisite: None****Module Parameters: No specialized equipment required**

Students learn to recognize and apply the elements and principles of design to planning a wardrobe.

Note: This module could be completed with Ready Set Sew! (FAS103), Fun with Fashion (FAS104) and Creative Construction (FAS207).

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|--|
| <i>The student will:</i> <ul style="list-style-type: none">● describe the reasons for wearing clothing● identify fashion terms● apply the elements and principles of design to wardrobe planning● assess in the context of Fashion Dynamics the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experience in which the student:<ul style="list-style-type: none">– defines and illustrates the elements and principles of design– completes a personal inventory– applies the elements and principles of design in planning a wardrobe.● Analysis of expression through a wardrobe plan.● Portfolio development.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">– managing learning– being innovative– managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>50</div> <div>40</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS201: FASHION DYNAMICS (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|--|
| Nature of Fashion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● discuss reasons for wearing clothing ● define terms related to fashion. | <p>Physiological, social, psychological.</p> <p>Fads, fashions, personal expressions, trends, classics.</p> |
| Elements and Principles | <ul style="list-style-type: none"> ● define and illustrate the elements of design ● define and illustrate the principles of design ● apply the elements and principles of design to personal presentation ● discuss the problems portrayed by the media related to the "ideal figure type" ● discuss implications of first impression. | <p>Line, colour, texture.</p> <p>Balance, proportion, rhythm, emphasis, harmony.</p> |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● describe the characteristics of a well-planned wardrobe ● complete a personal clothing inventory ● apply the elements and principles of design and personal lifestyle in determining a well-planned wardrobe. | <p>Possible activities:</p> <ul style="list-style-type: none"> ● experiment with colour and texture ● build a dress form to experiment with optical illusions. <p>Research choices for acquiring additional wardrobe needs; e.g.: sewing, discount stores, consignment outlets, sample rooms, home shopping, department stores, boutiques.</p> |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS202: FASHION ILLUSTRATION**Level:** Intermediate**Theme:** Design**Prerequisite:** None**Module Parameters:** No specialized equipment required

Students discover the exciting world of fashion illustration. They learn to sketch a croquis incorporating gesture and to apply skills and knowledge to creative fashion illustrations.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">• sketch a technical croquis and a rounded figure incorporating simple gesture• identify garment styles and design detail• demonstrate rendering techniques• demonstrate sketching techniques to create fashion illustrations | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">• Test consisting of questions on garment styles and design details.• Practical Lab Experience in which the student:<ul style="list-style-type: none">- sketches a female or male technical figure using the specific proportions of the fashion figure and grid to map out placement- sketches two female or male rounded figures incorporating simple gesture using arm and leg variations.• Practical Lab Experience in which the student:<ul style="list-style-type: none">- compiles a collection of three styles for five of the following:<ul style="list-style-type: none">• dresses• skirts• pants• jackets• necklines• collars• sleeves• pockets- sketches two fashion illustrations, using a rounded figure, accompanied by a thumbnail sketch of the rendered fabric. | 10 40 40 |
| <ul style="list-style-type: none">• assess in the context of Fashion Illustration the components of personal adaptability that may be significant for career choices | <ul style="list-style-type: none">• Portfolio development. | 10 |

MODULE FAS202: FASHION ILLUSTRATION (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources communication. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|---|
| Elements and Principles | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify basic garment styles and details. | <p>Dresses, skirts, pants, jackets.</p> <p>Necklines, collars, sleeves, pockets.</p> |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> sketch the human figure to fashion proportions by developing a technical croquis sketch the rounded figure incorporating simple gesture using arm and leg variations experiment with various rendering techniques to show pattern and texture of various fabrics create fashion illustrations that incorporate garment styles and a thumbnail sketch to represent the fabric. | <p>Refer to Skills and Techniques Chart.</p> <p>Female and/or male figures can be sketched.</p> <p>Stripes, checks, plaid, prints.</p> <p>Quilting, corduroy, lace.</p> <p>A rounded figure template can be provided.</p> |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS203: COMPUTER DRAFTED PATTERNS: LOWER TORSO**Level:** Intermediate**Theme:** Design**Prerequisites:** CADD-Fundamentals (DES105)**Module Parameters:** Access to computer and appropriate software required

Students develop and apply knowledge, skills and techniques necessary to operate a personal computer to design and draft patterns for fashion items. They are expected to work with limited direct instruction from their teacher in the problem-solving component of this module.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|--|
| <i>The student will:</i> <ul style="list-style-type: none">● use a computer as a tool to design an A-line skirt, shorts or pants● apply basic flat pattern skills and knowledge to make skirt, short or pant design alterations on a computer● assess in the context of Computer Drafted Patterns: Lower Torso the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experience in which the student uses the computer to design an A-line skirt, shorts or pants with the following pattern details: grainline, centre front/centre back, notches/dots, seam and hem lines, darts and optional details, such as pockets, yokes, facing and waistband.● Project in which the student demonstrates skills required to produce a computer-designed skirt, shorts or pants pattern that incorporates design details, required pattern information and layout.● Portfolio development.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">- managing learning- being innovative- managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>45</div> <div>45</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS203: COMPUTER DRAFTED PATTERNS: lower torso (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|--|
| Skills, Techniques and Applications | <p><i>The student should:</i></p> <ul style="list-style-type: none"> perform the following computer operations: <ul style="list-style-type: none"> insert blocks and pattern symbols explode blocks measure distances create layers generate images using recalled and supplemental CAD tools use the computer to: <ul style="list-style-type: none"> identify, select and use appropriate CAD tools in the context of design problems create the completed skirt, short or pant pattern organize pattern pieces into a layout estimate fabric requirements. | <p>Refer to Techniques and Skills Chart.</p> <p>Blocks and basic patterns for skirts, shorts or pants may be from a purchased library of slopers and symbols of ones previously created.</p> <p>Teachers may wish to specify design briefs for their students in this module in order to ensure specific computer applications are learned.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> personalized skirts, shorts or pants from measurements or through use of computerized slopers. |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS204: EVOLUTION OF FASHION**Level:** Intermediate**Theme:** Design**Prerequisite:** Ready, Set, Sew! (FAS103)**Module Parameters:** Access to sewing-related equipment required

Students discover how fashion has been influenced throughout history and relate past fashions to present-day styles.

Note: This module could be completed with a sewing project chosen for Creative Construction (FAS207), Discovering Specialty Fabrics (FAS209) or Sewing for Others (FAS211).

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|--|
| <i>The student will:</i> <ul style="list-style-type: none">research fashion in a historical period and provide an analysis of how it relates to present-day stylesrecognize factors influencing fashion unique to specific time periodsconstruct a project incorporating a fashion detail from the pastassess in the context of Evolution of Fashion the components of personal adaptability that may be significant for career choicesdemonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Report specific to one period in time:<ul style="list-style-type: none">influences (economic, political, geographic, religious, cultural, technical)description of fashion in this periodillustrationsanalysis of how this period has influenced present-day styles.Product in which the student selects a historical style and incorporates it into a project.Portfolio to include project assessment.Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">managing learningbeing innovativemanaging resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>30</div> <div>60</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS204: EVOLUTION OF FASHION (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|---|
| Nature of Fashion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● define fashion and fashion cycle ● analyze factors that shape fashion ● identify basic clothing shapes throughout fashion history ● analyze fashions representative of various historical periods and their influences on present-day fashions. | <p>Economy, finances, politics, technology, lifestyle, role models.</p> <p>Consult:</p> <ul style="list-style-type: none"> ● Alberta Museums Association ● Provincial Museum of Alberta ● U of A Historic Fashion Collection <p>Consider the interrelationships of cultural, political, religious, economic and technological influences.</p> <p>Students may work individually or in groups, each selecting a historical period. Possibilities include:</p> <ul style="list-style-type: none"> ● prehistory ● Egypt ● Ancient Greece ● Byzantine ● Early Renaissance ● Late Renaissance ● Baroque ● French Empire ● Victorian ● Edwardian ● a 20th-century decade. |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● select a historical style to incorporate into a project. | <p>Students may sew the selected style, using a Project Module from the Career Transitions strand. Refer to Techniques and Skills Chart.</p> <p>Students might work with the Drama Department on a class or school production.</p> |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS205 : FLAT PATTERN**Level: Intermediate****Theme: Production****Prerequisite: Fun with Fashion (FAS104)****Module Parameters: Access to sewing-related equipment**

Students change a basic skirt or pant pattern into a design of choice using flat pattern designing techniques, and test the design by sewing in muslin.

Note: This module could be completed with a sewing project chosen for Creative Construction (FAS207), Discovering Specialty Fabrics (FAS209), or Sewing for Others (FAS211).

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|---|
| <i>The student will:</i> <ul style="list-style-type: none">● identify methods of designing patterns – flat pattern, drafting and draping● identify terms, tools and equipment related to flat pattern designing● demonstrate design techniques for a skirt or pants using full-, half- or quarter-scale patterns● demonstrate flat pattern design techniques to a full-size skirt or pants, culminating with the fitting and sewing of a muslin● assess in the context of Flat Pattern the components of personal adaptability that may be significant for career choices | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Concept Test consisting of questions on terms, methods of designing, tools and equipment.● Practical Lab Experience in which the student applies flat pattern techniques to design a quarter-, half- or full-scale pant or skirt pattern from an illustration. Note: quarter-scale is manageable.● Project in which the student creates a full-scale pattern and completes the project in muslin using the pattern.● Portfolio development. | <div>10</div> <div>25</div> <div>55</div> <div>10</div> |

MODULE FAS205: FLAT PATTERN (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|---|
| Elements and Principles | <p><i>The student should:</i></p> <ul style="list-style-type: none"> define the design terms: flat pattern, drafting and draping become acquainted with terms related to flat pattern designing. | |
| Tools, Equipment and Safety | <ul style="list-style-type: none"> identify basic tools and equipment. | French curve, T-square, pattern paper, right angle, straight edge, tracing wheel. |
| Planning and Preparation | <ul style="list-style-type: none"> take required measurements accurately. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> demonstrate at least eight techniques in quarter-scale skirt and/or pant patterns apply pattern changing skills to a commercial pattern or a sloper determine amount of fabric required for selected pattern organize and record a detailed instruction sheet construct the pattern working in desired design features label pattern complete the project in muslin. | <p>Eliminate darts and/or change darts to tucks or gathers, adding fly fronts, pockets, cuffs, A-line, circular, gathered, gored, pleated, tiered, button skirts, width variations.</p> <p>Students may sew the designed pattern in a fashion fabric of choice, using a Project Module from the Career Transitions strand.</p> <p>A personalized dress form may be used to check pattern design and muslin fit.</p> |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS206: PATTERN DRAFTING: LOWER TORSO**Level:** Intermediate**Theme:** Production**Prerequisite:** Flat Pattern (FAS205)**Module Parameters:** Access to sewing-related equipment

Students use body measurements to draft a basic skirt or pant. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Note: This module could be completed with another module such as Creative Construction (FAS207), Discovering Specialty Fabrics (FAS209) or Sewing with Others (FAS211).

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|---|
| <i>The student will:</i> <ul style="list-style-type: none">● demonstrate drafting techniques for a skirt and/or pants using full-, half- or quarter-scale patterns● demonstrate drafting techniques required to create a skirt and/or pant design in muslin● assess in the context of Pattern Drafting: Lower Torso the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experience in which the student given a specific set of measurements drafts a quarter-, half- or full-scale skirt and/or pant pattern.● Project in which the student drafts a full-scale pattern for a skirt and/or pants and completes a muslin.● Portfolio development.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">- managing learning- being innovative- managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | 25 65 10 Integrated throughout |

MODULE FAS206: PATTERN DRAFTING: LOWER TORSO (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|---|
| Planning and Preparation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● identify the general rules necessary to draft a skirt or pant pattern ● take the required measurements for skirt and/or pants ● add required ease to measurements for full-scale pattern ● demonstrate correct use of drafting tools. | <p>Identify the dart, length and shape.</p> <p>French curve, right angle.</p> |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● draft a basic skirt or pant in quarter scale ● demonstrate design and drafting techniques for at least six skirt and/or pants variations in quarter scale ● draft a basic skirt or pant in full scale ● choose one of these variations to draft in full scale ● label pattern symbols ● compile a step-by-step list of instructions to follow during the assembly of the garment ● determine required fabrics and notions ● sew in muslin and in fashion fabric if time permits. | <p>Refer to Techniques and Skills Chart.</p> <p>Students may sew the designed pattern in a fashion fabric of choice, using a Project Module from the Career Transitions strand.</p> |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing design work. | |

MODULE FAS207: CREATIVE CONSTRUCTION**Level:** Intermediate**Theme:** Production**Prerequisite:** Fun with Fashion (FAS104)**Module Parameters:** Access to sewing-related equipment

Students apply the knowledge gained in Fun with Fashion (FAS104) and go onto more advanced techniques and knowledge of fabrics to complete a garment.

Note: This module could be completed with other intermediate level Fashion Studies modules.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--|
| <i>The student will:</i> <ul style="list-style-type: none">● identify basic weaves and common finishes● demonstrate and apply knowledge and skills related to pattern alterations, fabric choices and intermediate sewing techniques● apply time, energy and resource management skills in assembling a project chosen with teacher approval● assess in the context of Creative Construction the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experience in which the student identifies four basic weaves and four fabric finishes.● Project in which the student selects and makes a project demonstrating at least four intermediate sewing techniques. <i>Assessment Tools</i> <i>Techniques and Skills</i> <i>Evaluating Apparel Quality</i>● Portfolio development.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">- managing learning- being innovative- managing resources.<i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>10</div> <div>80</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS207: CREATIVE CONSTRUCTION (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|---|
| Nature of Fabric | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● identify methods of basic fabric construction: <ul style="list-style-type: none"> - wovens - non-wovens - knits ● identify common fabric finishes ● explain and demonstrate knowledge related to support fabrics – interfacing, lining, underlining and interlining. | |
| Planning and Preparation | <ul style="list-style-type: none"> ● complete the following as related to project selection: <ul style="list-style-type: none"> - alter pattern - recognize various pattern types. | Multi-size, commercial patterns. |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated. | <p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> ● shirt, jacket, dress, lined skirt or pant. |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS208: ACTIVEWEAR**Level: Intermediate****Theme: Production****Prerequisite: Fun with Fashion (FAS104)****Module Parameters: Access to sewing-related equipment**

Students learn how to make activewear unique, attractive and serviceable.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify requirements of activewear patterns and fabrics identify care for activewear fabrics demonstrate correct use of supplies, tools and techniques used in sewing activewear apply knowledge and management skills in the assembly of an activewear garment assess in the context of Activewear the components of personal adaptability that may be significant for career choices demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Analysis consisting of researching activewear fabrics for comfort, protection, versatility, construction, windproof/repellency, advantages, cost, wearability, warmth, breathability, insulationproof, waterproof/repellency, disadvantages and care. Practical Lab Experience in which the student applies research information to an activewear project with teacher approval and demonstrates all of the following skills: <ul style="list-style-type: none"> suitable fabric and pattern selection preparing fabric for layout and cutting sewing techniques specific to fabric and pattern. <p><i>Assessment Tools</i> <i>Technique and Skills</i> <i>Evaluating Apparel Quality</i></p> <ul style="list-style-type: none"> Portfolio development. Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>70</p> <p>10</p> <p>Integrated throughout</p> |

MODULE FAS208: ACTIVEWEAR (continued)

| Concept | Specific Learner Expectations | Notes |
|--|---|--|
| Nature of Fabric and Nature of Fashion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> describe fabrics that are designed for actionwear identify factors to consider when selecting support fabrics and notions describe care required for chosen fabric. | <p>Comfort, versatility, wear, warmth and protection.</p> <p>Breathable, insulationproof, water repellent and waterproof, wind resistant and proof.</p> |
| Planning and Preparation | <ul style="list-style-type: none"> identify and research techniques required for sewing chosen project. | |
| Tools, Equipment and Safety | <ul style="list-style-type: none"> identify equipment, tools and supplies used for sewing activewear. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated apply learnings to selected project. | <p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> swimsuit, gymnastic wear, bicycling shorts and shirt, windbreaker, raincoat, polar fleece jacket, insulated jacket, ski jacket, ski pant. |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS209: DISCOVERING SPECIALTY FABRICS**Level:** Intermediate**Theme:** Production**Prerequisite:** Fun with Fashion (FAS104)**Module Parameters:** Access to sewing-related equipment and tools required

Students research, experiment with and produce a project using a specialty fabric.

Note: This module could be completed with another intermediate level Fashion Studies module.**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">• identify characteristics of specialty fabrics | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">• Report on a specialty fabric chosen from this list: border or large print, bottom weight denim, corduroy, diagonal design, lustrous, melton, one-way stretch, plaid, quilted fabric, slippery, stripe, tapestry, two-way stretch, velveteen, vinyl. The report will include:<ul style="list-style-type: none">– characteristics of specialty fabrics– techniques involved in choosing patterns, lining, interfacing and notions– techniques involved in preparation and sewing the fabric– care requirements. | 30 |
| <ul style="list-style-type: none">• demonstrate and apply knowledge and skills selecting patterns, lining, interfacings and notions specific to chosen specialty fabric• demonstrate correct sewing and pressing techniques in the assembly of a project | <ul style="list-style-type: none">• Project consisting of a minimum of five specialty fabric techniques at the intermediate competency level or higher (refer to the Techniques and Skills Chart). <p><i>Assessment Tools</i> <i>Techniques and Skills</i> <i>Evaluating Apparel Quality</i></p> | 60 |
| <ul style="list-style-type: none">• assess in the context of Discovering Specialty Fabrics the components of personal adaptability that may be significant for career choices | <ul style="list-style-type: none">• Portfolio development. | 10 |

MODULE FAS209: DISCOVERING SPECIALTY FABRICS (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|---|
| Nature of Fabric | <p><i>The student should:</i></p> <ul style="list-style-type: none"> complete a project of choice and/or a written report including samples as related to fabric selection. | The chosen fabric should be one the student has never worked with before. |
| Tools, Equipment and Safety | <ul style="list-style-type: none"> describe and demonstrate special tools needed for accurate cutting and sewing. | |
| Planning and Preparation | <ul style="list-style-type: none"> describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit describe how to choose interfacing, lining, underlining, interlining and notions describe and demonstrate fabric preparation describe proper care, cleaning and storage of fabric chosen. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> demonstrate special layout, pinning, cutting and marking techniques demonstrate suitable methods of stitching, stabilizing and finishing seams demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable demonstrate suitable finishing techniques. | <p>Refer to Techniques and Skills Chart.</p> <p>A personalized dress form may be used to check fit.</p> |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS210: SEWING FOR OTHERS**Level: Intermediate****Theme: Production****Prerequisite: Fun with Fashion (FAS104)****Module Parameters: Access to sewing-related equipment**

Students have an opportunity to sew something for someone else. A "client" may have special requests that may require special measuring, designing, fitting, sewing techniques and/or resources.

Note: This module could be completed with many other intermediate and advanced level Fashion Studies modules.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|--|
| <i>The student will:</i> <ul style="list-style-type: none">● demonstrate and apply sewing techniques and decision making in a sewn project for a client● research the specific requirements of the selected project and demonstrate requested pattern alterations● analyze time, energy and resource management on completion of a project● assess in the context of Sewing for Others the components of personal adaptability that may be significant for career choices | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Project Proposal including:<ul style="list-style-type: none">– client's needs, wants, parameters– fabric/design detail– cost– time lines (fitting/completion)– identify skills, techniques and resources necessary.● Project in which the student assembles a project.● Log Record of<ul style="list-style-type: none">– time spent shopping, sewing, consulting and fitting– costs (hidden and actual).● Project Assessment by client if possible (meeting expectations as outlined in proposal). Student analyzes Project Proposal, Log Record, Client's Assessment, problems encountered and decisions made.● Portfolio development. | 10 60 10 10 10 |

MODULE FAS210: SEWING FOR OTHERS (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources communication demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|--|
| Planning and Preparation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> meet with client and, considering specialty needs, establish criteria take the basic measurements for selected project calculate, analyze and record the project cost and determine final charge. | Establish needs and wants, selection of pattern, design and construction details, fabric and trim selection, future meeting for fittings or approval, deadline for completion, calculate costs of materials and length of time involved then finalize costs, mark up. |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> sew the fashion item considering client's needs and wants test the fitting and make necessary adjustments analyze time, energy and resource management apply learnings to selected project demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated. | <p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> clothing item for a physically challenged client fashion item (apparel or accessory) wanted by a friend. <p>A personalized dress form of the client may be beneficial for frequent fittings.</p> |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS211: CREATING HOME DECOR

Level: Intermediate

Theme: Production

Prerequisite: Ready, Set, Sew! (FAS103)

Module Parameters: Access to sewing-related equipment

Students apply design and sewing techniques to create a home decor fashion.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--|
| <i>The student will:</i> <ul style="list-style-type: none">● demonstrate knowledge and skills related to home decor● apply and evaluate time, energy and resource management skills in the assembly of a project chosen with teacher approval● assess in the context of Creating Home Decor the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experience in which the student selects and creates a home decor fashion with teacher approval and demonstrates competency in a minimum of five techniques at the intermediate competency level or higher not previously demonstrated (refer to Techniques and Skills Chart).● Product Assessment in which the project is evaluated for techniques demonstrated, final product, cost and merchandising potential.● Portfolio development.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">– managing learning– being innovative– managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>80</p> <p>10</p> <p>10</p> <p>Integrated throughout</p> |

MODULE FAS211: CREATING HOME DECOR (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|--|
| Nature of Fabric | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● complete the following as related to project selection: <ul style="list-style-type: none"> – identify required characteristics – choose a suitable fabric. | |
| Planning and Preparation | <ul style="list-style-type: none"> ● complete the following as related to project selection: <ul style="list-style-type: none"> – take accurate measurements to determine fabric needs – identify other required supplies and equipment. | <p>Possible projects:</p> <ul style="list-style-type: none"> ● garment bag, bed covering, quillow, quilt, detailed doll or animal, heirloom pillow, wreath, pillow shams, wall hanging, window treatment or furniture covering. |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● research and identify the sewing and assembly techniques required for the selected project ● demonstrate competency in a minimum of five techniques at the intermediate competency level or higher not previously demonstrated. | Refer to Techniques and Skills Chart. |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS212: SURFACE EMBELLISHMENT**Level: Intermediate****Theme: Production****Prerequisite: Ready, Set, Sew (FAS103) optional according to project selection****Module Parameters: Equipment required is specific to project chosen**

Students use the skills from this module to add pizzazz to a wardrobe or home decor.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|--|
| <i>The student will:</i> <ul style="list-style-type: none">● demonstrate various types of surface embellishment techniques● apply specific techniques to a project development● assess in the context of Surface Embellishment the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experience in which the student, with teacher approval, experiments with existing designs or creates unique designs that include at least three different embellishment techniques. This experimentation is to be followed by completion of a project.● Project Assessment based on appearance, preparation, construction, design, technique, finishing and cost.● Portfolio development.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">– managing learning– being innovative– managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>30</div> <div>60</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS212: SURFACE EMBELLISHMENT (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|--|
| Nature of Fabric | <i>The student should:</i> <ul style="list-style-type: none">● research various forms of fabric design and embellishment. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none">● experiment at least three embellishment techniques. | Refer to Techniques and Skills Chart Possible projects: <ul style="list-style-type: none">● use created yardage to make a vest, bag, evening bag, cushion● apply created work on readymade item● use created yardage in a project already under construction. |
| Portfolio | <ul style="list-style-type: none">● maintain a portfolio of ongoing work. | |

MODULE FAS214: FASHION MERCHANDISING**Level:** Intermediate**Theme:** Merchandising**Prerequisite:** None**Module Parameters:** No specialized equipment required

Students learn policies and techniques used by the industry to sell fashion.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--|
| <i>The student will:</i> <ul style="list-style-type: none">● recognize and discuss key terms as they relate to the merchandising of fashion● explain advantages and disadvantages of current fabrics/textiles● examine and discuss merchandising policies used by retailers to attract specific customers● identify specific "auxiliary services" tailored for the fashion business● assess in the context of Fashion Merchandising the components of personal adaptability that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Concept Test consisting of terms used in merchandising of fashion, retailing operations and merchandising policies.● Project in which the student explains the advantages and disadvantages and uses for a minimum of five current fabrics.● Project in which the student outlines and plans a merchandising policy for a specific target market.● Presentation in which the student individually or in pairs researches an auxiliary service available to the fashion merchandiser.● Portfolio development.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">- managing learning- being innovative- managing resources- communication- demonstrating responsibility. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>10</div> <div>15</div> <div>35</div> <div>30</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS214: FASHION MERCHANDISING (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------------------|--|--|
| Nature of Fabric | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● identify various categories of merchandise ● identify the fibre content ● analyze the advantages and disadvantages of various fabrics ● assess the characteristics of the product in terms of customer's needs. | <p>Sportswear, bridal wear, home fashions.</p> <p>Care and use.</p> |
| Elements and Principles | <ul style="list-style-type: none"> ● define merchandising and its application to the fashion industry ● explain target market and describe in terms of demographics and psychographics ● discuss merchandising policies according to: <ul style="list-style-type: none"> - fashion cycle - quality - price - depth and breadth - brand. | <p>Refer to Management and Marketing strand for definitions of: merchandising, demographics, psychographics and merchandising policies.</p> |
| Planning and Preparation | <ul style="list-style-type: none"> ● describe a specific target market ● outline and plan a merchandising policy for the target market. | |
| Career Exploration/Portfolio | <ul style="list-style-type: none"> ● identify auxiliary services available to the fashion merchandiser ● investigate a variety of career opportunities in Fashion Auxiliary Services. | <p>Fashion magazines, broadcast media, trade publications, advertising and public relations agencies, consultant and market research groups.</p> |

MODULE FAS215: UPHOLSTERY**Level:** Intermediate**Theme:** Production**Prerequisite:** Ready Set, Sew! (FAS103) optional according to project selection**Module Parameters:** Equipment required is specific to project chosen

Students have the opportunity to innovate, remove and recover an upholstery item.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--|
| <i>The student will:</i> <ul style="list-style-type: none">determine if it is worthwhile to upholster considering cost and availability of required fabrics and tools, time exerted and complexity of skills requireddemonstrate techniques required to create or replace a desired upholstered projectcomplete a career profile associated with upholsteryassess in the context of Upholstery the components of personal adaptability that may be significant for career choicesdemonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Report Proposal including:<ul style="list-style-type: none">project descriptioncost projection<ul style="list-style-type: none">to maketo purchaseto have professionally upholsteredfabric notions and tools requiredtime estimateskills, resources and techniques necessary.Project in which the student upholsters an item.Portfolio development.Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">managing learningbeing innovativemanaging resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>15</div> <div>75</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS215: UPHOLSTERY (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|--|
| Nature of Fabric | <p><i>The student should complete the following in a project of choice:</i></p> <ul style="list-style-type: none"> ● research durability characteristics of fabric such as weave, fibre content, surface pattern and fabric finish ● determine a suitable fabric covering considering durability, comfort, appearance, availability, cost and assembling ease. | |
| Tools, Equipment and Safety | <ul style="list-style-type: none"> ● determine the availability and cost of tools required to upholster. | |
| Planning and Preparation | <ul style="list-style-type: none"> ● estimate the cost of materials ● estimate the time required to create or, if necessary, to remove and replace existing cover ● determine the steps to follow in layout, cutting and assembly ● draft a pattern (either new or use existing cover if replacing) ● determine the actual fabric detailing requirements. | Piping, stuffing buttons. |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● investigate various techniques for assembly ● review types of seams and stitches using hand and machine processes ● inspect and repair inner padding or structure ● investigate appropriate fasteners to secure the covering ● complete an upholstered project. | <p>Refer to Techniques and Skills Chart.</p> <p>Stitching, sculpting, tufting, gathering, draping, piping, buttoning, zipper applications.</p> |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS216: CREATING ACCESSORIES**Level: Intermediate****Theme: Production****Prerequisite: None****Module Parameters: Equipment required is specific to project chosen**

Students study accessories related to fashion and produce a fashion accessory. Possibilities include belts, gloves, neckwear, footwear, jewellery, bags.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|--|
| <p><i>The student will complete the following as related to selected area:</i></p> <ul style="list-style-type: none"> define terms related to a specific accessory construct an accessory applying design elements to coordinate with personal wardrobe analyze and evaluate the creativity, wearability and marketability of the accessory assess in the context of Creating Accessories the components of personal adaptability that may be significant for career choices demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Report on a specific accessory in which the student includes: <ul style="list-style-type: none"> terms project description skills, resources and techniques necessary cost estimate target market marketing strategy. Project in which the student constructs the accessory and assesses its design elements, creativity and wearability. Portfolio development. Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>15</p> <p>75</p> <p>10</p> <p>Integrated throughout</p> |

MODULE FAS216: CREATING ACCESSORIES (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|--|
| Nature of Fashion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● identify major areas in the accessory industry ● explore various sources of inspiration ● explain how accessories enhance current styles, trends, colours, textures and silhouettes. | <p>Shoes, hosiery, belts, handbags, gloves, millinery, jewellery, perfume, neckwear (scarves and ties), bodywear, intimate apparel, sunglasses.</p> <p>Fashion magazines, objects in nature, street trends, historical trends, museums, famous personalities.</p> |
| Elements and Principles | <ul style="list-style-type: none"> ● explain terms related to a specific accessory. | <p>Possible terms may include:</p> <ul style="list-style-type: none"> ● shoes—upper, last, vamp, shank, loafer, gillie, espadrille, pump, sling back ● jewellery—costume, fine, bridge, gemstones, 24K, carat ● handbags—shoulder, envelop. |
| Planning and Preparation | <ul style="list-style-type: none"> ● select a creative accessory to produce and possibly market. | <p>Refer to Techniques and Skills Chart</p> <p>Accessory may be designed with a step-by-step list of instructions to produce it.</p> <p>Consider as a guest speaker someone in community who creates and sells accessories.</p> |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● produce the selected accessory. | |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

F. MODULE CURRICULUM AND ASSESSMENT STANDARDS:

ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Fashion Studies.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

| | | |
|----------------|---|------|
| Module FAS301: | Fashion Illustration: Creating a Fashion Line | F.3 |
| Module FAS302: | Computer Drafted Patterns: Upper Torso | F.5 |
| Module FAS303: | Pattern Drafting: Upper Torso | F.7 |
| Module FAS304: | Contemporary Tailoring | F.9 |
| Module FAS306: | Couture | F.11 |
| Module FAS307: | Creators of Fashion | F.13 |
| Module FAS308: | Cultural Fashions | F.15 |
| Module FAS309: | Advanced Specialty Fabrics | F.17 |
| Module FAS314: | Fashion Retailing | F.19 |

MODULE FAS301: FASHION ILLUSTRATION: CREATING A FASHION LINE**Level:** Advanced**Theme:** Design**Prerequisite:** Fashion Illustration (FAS202)**Module Parameters:** No specialized equipment required

Students create a fashion line by applying advanced fashion illustration skills and techniques.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--|
| <i>The student will:</i> <ul style="list-style-type: none">● sketch the fashion figure to illustrate the technical and the impressionistic approach to fashion design● research fashion trends to acquire ideas for inspiration● apply advanced sketching techniques to create a fashion line● assess in the context of Fashion Illustration: Creating a Fashion Line the components of personal adaptability and labour market dynamics that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experience in which the student:<ul style="list-style-type: none">- sketches a technical drawing that incorporates all the construction details of design- creates an impressionistic drawing that projects a visual message- compiles a collection of ten illustrations that include both the use of technical designs and impressionistic illustrations- creates a fashion line that includes a minimum of five fashion illustrations from a technical or impressionistic approach.● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">- managing learning- being innovative- ethics- managing resources- communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <p>90</p> <p>10</p> <p>Integrated throughout</p> |

MODULE FAS301: FASHION ILLUSTRATION: CREATING A FASHION LINE (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|--|
| Elements and Principles | <p><i>The student should:</i></p> <ul style="list-style-type: none"> research current fashion trends by exploring various sources of inspiration determine a target market. | <p>Fashion magazines, pattern books, retail outlets.</p> <p>Age, gender, roles.</p> |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> sketch two fashion illustrations of the same garment which incorporate techniques used in a technical drawing and an impressionistic drawing apply advanced fashion illustration techniques to produce a fashion line from a technical or impressionistic approach draw the fashion illustrations in a medium of choice include a company name and develop a logo and business card for the fashion line. | <p>Refer to Techniques and Skills Chart.</p> <p>Female or male figure.</p> <p>Technical details of the design includes drape, construction details and fit.</p> <p>Impressionistic drawing focuses on the figure to create a visual mood.</p> <p>Possibilities include:</p> <ul style="list-style-type: none"> a wardrobe grouping for a retail outlet wardrobe for specific client(s); e.g., member of an athletic team, high school student, preschool child, executive a particular type of clothing; e.g., formal wear, sportswear, swimwear. <p>Watercolours, pen, ink, markers.</p> |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS302: COMPUTER DRAFTED PATTERNS: UPPER TORSO**Level:** Advanced**Theme:** Design**Prerequisite:** Computer Drafted Patterns I (FAS203)**Module Parameters:** Access to computer and appropriate software required

Students use a personal computer and appropriate software to design and draft patterns for fashion items with limited direct instruction from the teacher in the problem-solving component of this module.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">● use a computer as a tool to design a bodice and a sleeve pattern | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Practical Lab Experiences in which the student uses the computer to design a bodice and sleeve pattern experimenting with button front openings, necklines, sleeve variations and a minimum of two alterations. | 45 |
| <ul style="list-style-type: none">● apply basic flat pattern skills and knowledge to make bodice and sleeve design alterations on a computer | <ul style="list-style-type: none">● Project in which the student demonstrates skills required to produce a computer-designed shirt, jacket or dress pattern that incorporates design details, required pattern information and layout. | 45 |
| <ul style="list-style-type: none">● assess in the context of Computer Drafted Patterns: Upper Torso the components of personal adaptability and labour market dynamics that may be significant for career choices | <ul style="list-style-type: none">● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range. | 10 |

MODULE FAS302: COMPUTER DRAFTED PATTERNS II (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> ● demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> ● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> - managing learning - being innovative - managing resources - communication. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|--|
| Skills, Techniques and Applications | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● perform the following computer operation: <ul style="list-style-type: none"> - grading pattern blocks ● use the computer to: <ul style="list-style-type: none"> - create the completed blouse, shirt, jacket or dress patterns - create a graded nest of sizes for one or more of the patterns - organize the patterns pieces into a layout - estimate fabric requirements. | <p>Refer to Techniques and Skills Chart.</p> <p>Teachers may wish to specify design briefs in this module to ensure specific computer applications are learned.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> ● personalized blouses, shirts, jackets or dresses from measurements or through use of computerized slopers. |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS303: PATTERN DRAFTING: UPPER TORSO**Level: Advanced****Theme: Production****Prerequisite: Flat Pattern (FAS205)****Module Parameters: Access to sewing-related equipment**

Students use body measurements to draft a basic bodice and sleeve. They demonstrate drafting techniques needed to create the desired look and test the draft by sewing in muslin.

Note: This module could be completed with another intermediate or advanced level Fashion Studies module.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> ● demonstrate drafting and design techniques for a bodice and sleeve using full-, half- or quarter-scale patterns ● demonstrate drafting and flat pattern design techniques to create a design in muslin ● assess in the context of Pattern Drafting: Upper Torso the components of personal adaptability and labour market dynamics that may be significant for career choices ● demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> ● Practical Lab Experience in which the student given a specific set of measurements drafts a quarter-, half- or full-scale bodice and sleeve pattern. ● Project in which the student drafts a full-scale pattern for a bodice and sleeve and completes a muslin. ● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range. ● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – being innovative – managing resources – communication – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>25</p> <p>65</p> <p>10</p> <p>Integrated throughout</p> |

MODULE FAS303: PATTERN DRAFTING: UPPER TORSO (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|--|
| Planning and Preparation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● identify the general rules necessary to draft a bodice and sleeve pattern ● take the required measurements for a bodice and a sleeve ● add required ease to measurement for full-scale pattern. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● draft a bodice and sleeve in full-, half- or quarter-scale ● demonstrate drafting techniques for at least four variations of bodice and sleeve ● choose one of the variations to draft and sew a shirt or blouse in full-scale size using muslin fabric ● label pattern symbols ● compile a step-by-step list of instructions to complete garment ● determine the required fabric and notions. | <p>Refer to Techniques and Skills Chart.</p> <p>Dart and seam size, length and shape.</p> <p>Student may sew the drafted pattern in fashion fabric using a Project Module from the Career Transitions strand.</p> <p>Knowledge of skirt/pant could be combined so student could choose to do a dress or body suit.</p> |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS304: CONTEMPORARY TAILORING

Level: Advanced

Theme: **Production**

Prerequisites: Creative Construction (FAS207)

Module Parameters: Access to sewing-related equipment

Students create a jacket or coat shaped with the use of tailoring techniques.

Note: This module could be completed with another intermediate or advanced level Fashion Studies module or with a Project Module from the Career Transitions strand.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> ● identify characteristics of a tailored jacket ● identify characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring ● identify the quality standards of a tailored project ● apply knowledge, skills, time, energy and resource management to pattern alterations, fitting and assembly of a jacket or coat ● assess in the context of Contemporary Tailoring the components of personal adaptability and labour market dynamics that may be significant for career choices | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> ● Project in which the student constructs a tailored project demonstrating competency in a minimum of five tailoring techniques at the advanced competency level (refer to Techniques and Skills Chart). <p><i>Assessment Tools</i> <i>Techniques and Skills</i> <i>Evaluating Apparel Quality</i></p> | <p>90</p> |
| | <ul style="list-style-type: none"> ● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range. | <p>10</p> |

MODULE FAS304: CONTEMPORARY TAILORING (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|--|--|---|
| Nature of Fabric and Nature of Fashion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify factors to consider when selecting and purchasing the fashion fabric and underlying fabrics identify characteristics of a tailored garment identify the quality standards of a well-tailored garment. | |
| Planning and Preparation | <ul style="list-style-type: none"> identify factors to consider when selecting a pattern to tailor demonstrate fitting patterns and appropriate alterations identify notions needed for tailoring. | |
| Tools, Equipment and Safety | <ul style="list-style-type: none"> identify tools and equipment necessary for tailoring. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> demonstrate the correct use of interfacing demonstrate the correct technique of marking complete tailoring techniques as related to project selection: <ul style="list-style-type: none"> demonstrate at least five tailoring techniques at the advanced competency level. | <p>Refer to Techniques and Skills Chart.</p> <p>Projects: tailored jacket or coat.</p> <p>A personalized dress form may be used to check fit.</p> |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS306: COUTURE**Level: Advanced****Theme: Production****Prerequisite: Creative Construction (FAS207)****Module Parameters: Access to sewing-related equipment**

Past couturiers inspire students to create their own fashion sensations.

Note: This module could be completed with another intermediate or advanced level Fashion Studies module.**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> ● explain the origin of couture and its terminology ● identify the equipment necessary to produce couture detailing ● analyze couture stitching techniques and construction methods ● demonstrate selected couture techniques in garment construction ● assess in the context of Couture the components of personal adaptability and labour market dynamics that may be significant for career choices ● demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> ● Project in which the student constructs a garment demonstrating competency in a minimum of five couture techniques at the advanced competency level not previously demonstrated (refer to Techniques and Skills Chart). <p><i>Assessment Tools</i> <i>Techniques and Skills</i> <i>Evaluating Apparel Quality</i></p> <ul style="list-style-type: none"> ● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range. ● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – being innovative – managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>90</p> <p>10</p> <p>Integrated throughout</p> |

MODULE FAS306: COUTURE (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|---|
| Nature of Fashion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● identify couture terminology ● explain the origin of couture as it relates to high fashion. | Signature techniques of past couturiers. |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● examine couture stitching techniques ● analyze seams and seam finishes ● examine construction details noting couture application ● compare methods of couture closures ● analyze hidden details that build and maintain garment shape ● examine methods of hemming couture garments ● identify surface couture details that make a garment couture ● construct a garment featuring various couture details. | <p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> ● grad, bridal, special occasion gown ● tuxedo ● christening dress. <p>Make alterations as necessary—a muslin might be necessary.</p> <p>A personalized dress form may be used to check fit.</p> |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS307 : CREATORS OF FASHION**Level: Advanced****Theme: Design****Prerequisite: Ready, Set, Sew! (FAS103)****Module Parameters: No specialized equipment required**

Students discover the fascinating world of the creators of fashion.

Note: This module could be completed with another advanced level Fashion Studies module such as Advanced Speciality Fabrics (FAS309) and/or Couture (FAS306).

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> ● identify terms related to haute couture ● identify influences and contributions of fashion designers ● assess in the context of Creators of Fashion the components of personal adaptability and labour market dynamics that may be significant for career choices ● demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> ● Practical Lab Experience in which the student identifies haute couture terms and uses books, fashion magazines, videos, etc., to write a brief summary of a minimum of 10 local, national and international designers ● Report in which the student researches in depth a designer of choice . ● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range. ● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> - managing learning - being innovative - managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>25</p> <p>65</p> <p>10</p> <p>Integrated throughout</p> |

MODULE FAS307: CREATORS OF FASHION (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|--|
| Nature of Fashion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● identify haute couture terms ● interpret terms related to the fashions industry ● analyze the contributions and influences of various fashion designers, past and present. | <p>Fashion designer, couturiere, chambre Syndicale, chambre Syndicale du Pret a Porter des Couturiers.</p> <p>International, national, provincial and local.</p> |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● research one designer and write an in-depth report. | <p>Students may choose to sew a designer pattern related to their study in this module using a Project Module from the Career Transitions strand.</p> |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS308: CULTURAL FASHIONS**Level: Advanced****Theme: Production****Prerequisite: Creative Construction (FAS207) optional according to project selection****Module Parameters: Access to sewing-related equipment**

Students experience the charm and intrigue of fashions of other cultures.

Note: This module could be completed with another intermediate or advanced level Fashion Studies module.**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|--|
| <i>The student will:</i> <ul style="list-style-type: none">● research and identify specific criteria of one cultural fashion● apply knowledge and skills by creating a project representative of a cultural fashion● assess in the context of Cultural Fashions the components of personal adaptability and labour market dynamics that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Report in which the student researches one cultural fashion. The report will include characteristics of the fashion, techniques involved in creating it, the significance of the fashion details and appropriate illustrations.● Project in which the student constructs the fashion item researched demonstrating competency in a minimum of five techniques at the advanced competency level not previously demonstrated (refer to Techniques and Skills Chart).● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">– managing learning– being innovative– managing resources– demonstrating responsibility. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>15</div> <div>75</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS308: CULTURAL FASHIONS (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|--|
| Nature of Fashion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● choose a cultural fashion to create ● research criteria for the cultural fashion. | <p>Some possible choices</p> <ul style="list-style-type: none"> ● for ethnic costumes: Indian sari, Japanese kimono, Canadian Indian jingle dress, beaded moccasins, ribbon shirt, traditional Ukrainian dress, African tribal dress. <p>This item could be for the student or for someone else; e.g., theatrical costume or for a stage setting for a theatrical production.</p> |
| Planning and Preparation | <ul style="list-style-type: none"> ● alter pattern where necessary ● research and identify techniques to be used in the cultural or historical fashion ● experiment with scraps to establish best techniques. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> ● sew a fashion item applying the learnings from the research. | Refer to Techniques and Skills Chart. |
| Portfolio | <ul style="list-style-type: none"> ● maintain a portfolio of ongoing work. | |

MODULE FAS309: ADVANCED SPECIALTY FABRICS**Level: Advanced****Theme: Production****Prerequisite: Creative Construction (FAS207) optional according to project selection****Module Parameters: Access to sewing-related equipment**

Students learn about an advanced specialty fabric and then create and construct a distinctive project.

Note: This module could be completed with an advanced level Fashion Studies module.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">● research techniques required when handling an advanced specialty fabric | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Report on an advanced specialty fabric: beaded, crepe de chine, faux fur, imitation leather or suede, lace, leather, loose weaves, metallic, neoprene, pre-pleated fabric, sand-washed silk, satin, sequin, sheer, suede, taffeta, velvet. The report would include:<ul style="list-style-type: none">- characteristics of the specialty fabric- techniques involved in choosing patterns, lining, interfacing and notions- techniques involved in preparing and sewing the fabric- care requirements. | 30 |
| <ul style="list-style-type: none">● demonstrate advanced sewing techniques in the assembly of a project using a specialty fabric | <ul style="list-style-type: none">● Project in which the student demonstrate competency in a minimum of five techniques at the advanced competency level not previously demonstrated (refer to Techniques and Skills Chart). <p><i>Assessment Tools</i> <i>Techniques and Skills</i> <i>Evaluating Apparel Quality</i></p> | 60 |
| <ul style="list-style-type: none">● assess in the context of Advanced Specialty Fabrics the components of personal adaptability and labour market dynamics that may be significant for career choices | <ul style="list-style-type: none">● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range. | 10 |

MODULE FAS309: ADVANCED SPECIALTY FABRICS (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|---|
| Nature of Fabric | <p><i>The student should:</i></p> <ul style="list-style-type: none"> research a specialty fabric. | The chosen fabric should be one that has never been worked with before. |
| Tools, Equipment and Safety | <ul style="list-style-type: none"> describe and demonstrate special tools needed for accurate cutting and sewing. | |
| Planning and Preparation | <ul style="list-style-type: none"> describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit describe how to choose interfacing, lining, underlining, interlining and notions describe and demonstrate fabric preparation describe proper care, cleaning and storage of fabric chosen. | |
| Skills, Techniques and Applications | <ul style="list-style-type: none"> demonstrate special layout, pinning, cutting and marking techniques demonstrate suitable methods of stitching, stabilizing and finishing seams demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable demonstrate a suitable finishing techniques. | <p>Refer to Techniques and Skills Chart.</p> <p>A personalized dress form may be used to check fit.</p> |
| Portfolio | <ul style="list-style-type: none"> maintain a portfolio of ongoing work. | |

MODULE FAS314: FASHION RETAILING**Level:** Advanced**Theme:** Merchandising**Prerequisite:** Fashion Merchandising (FAS214)**Module Parameters:** No specialized equipment required

Students analyze the world of fashion retailing.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|--|
| <i>The student will:</i> <ul style="list-style-type: none">● explain basic retail terms● describe and compare classifications of fashion retail operations● discuss operational store policies and apply this knowledge to evaluate specific fashion retail operations● research trends in fashion retailing● assess in the context of Fashion Retailing the components of personal adaptability and labour market dynamics that may be significant for career choices● demonstrate effort to develop basic competencies. | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">● Concept Test consisting of questions on retail terminology, types of retail operations and policies.● Practical Lab Experience in which the student compares a minimum of four fashion retail operations in terms of:<ul style="list-style-type: none">- operational policies- location- exterior design- interior layout.● Report on trends and changes in fashion retailing.● Portfolio development and refinement, and Career Profile that includes a detailed job description, education/qualification requirements, employment opportunities, advancement potential and salary range.● Observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none">- managing learning- being innovative- managing resources- communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <div>15</div> <div>60</div> <div>15</div> <div>10</div> <div>Integrated throughout</div> |

MODULE FAS314: FASHION RETAILING (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------------------|--|---|
| Elements and Principles | <p><i>The student should:</i></p> <ul style="list-style-type: none"> ● define basic retail terminology and its application to the fashion industry ● compare the following retail operations: <ul style="list-style-type: none"> – department stores – specialty stores – chain organizations – discount stores – electronic/home shopping – factory outlets ● discuss operational store policies <ul style="list-style-type: none"> – ambience – customer service – selling services – promotional activities ● compare operational store policies of various selected retail operations ● discuss the importance of location, exterior design and interior layout, in developing a store's image ● describe various methods of direct retailing and discuss advantages and disadvantages of each ● research present and future trends in fashion retailing. | <p>Suggestions include mark ups, mark downs, odd-figure pricing, loss leaders, basic stock, odd lots, purchase order.</p> |
| Career Exploration/Portfolio | <ul style="list-style-type: none"> ● research specific careers in fashion retailing. | <p>Sales clerk, assistant manager/store manager, buyer/assistant buyer, fashion advisor, image consultant.</p> |

FASHION STUDIES

ASSESSMENT TOOLS

(DRAFT)

BASIC COMPETENCIES REFERENCE GUIDE

The following basic competencies (KSA) are integrated throughout the CTS program. A student's performance and growth should be assessed through observations involving the student, the teacher, peers and others. As the student progresses through the levels, he or she builds on competencies gained in earlier levels.

| | Basic Competency | Stage 1 | Stage 2 | Stage 3 |
|---------------------|--|--|---|--|
| Personal Management | Managing Learning | <i>The student will:</i> <ul style="list-style-type: none"> <input type="checkbox"/> be able to identify/locate appropriate reference/information sources <input type="checkbox"/> identify and demonstrate a variety of learning skills and tools; e.g., learning styles/preferences and strategies such as notemaking, concept mapping, etc. | <i>The student will:</i> <ul style="list-style-type: none"> <input type="checkbox"/> apply a variety of learning styles/preferences to enhance ability to acquire new information recall and apply knowledge | <i>The student will:</i> <ul style="list-style-type: none"> <input type="checkbox"/> draw and defend conclusions from available information <input type="checkbox"/> extract rules or principles <input type="checkbox"/> apply rules and principles to new situations |
| | Being Innovative | <ul style="list-style-type: none"> <input type="checkbox"/> recognize opportunities and problems <input type="checkbox"/> specify goals and constraints <input type="checkbox"/> generate alternatives <input type="checkbox"/> consider risks <input type="checkbox"/> evaluate and select best alternative | <ul style="list-style-type: none"> <input type="checkbox"/> think critically and act logically to evaluate situations, solve problems and make decisions | <ul style="list-style-type: none"> <input type="checkbox"/> combine ideas or information in new ways <input type="checkbox"/> make connections between seemingly unrelated ideas <input type="checkbox"/> prepare, validate and implement plans that reveal new possibilities |
| | Ethics | <ul style="list-style-type: none"> <input type="checkbox"/> identify appropriate ethical behaviour | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate ethical behaviour | <ul style="list-style-type: none"> <input type="checkbox"/> encourage and support others to demonstrate ethical behaviour |
| | Managing Resources | <ul style="list-style-type: none"> <input type="checkbox"/> allocate time effectively by selecting relevant, goal-related activities, ranking them in order of importance, allocating time, and preparing and following schedules. | <ul style="list-style-type: none"> <input type="checkbox"/> allocate materials and use facilities effectively by acquiring, storing, and distributing materials, supplies, parts, equipment, space, or final products in order to make best use of them. | <ul style="list-style-type: none"> <input type="checkbox"/> allocate human and other resources effectively by assessing knowledge and skills, distributing work and materials, evaluating performance and providing feedback. |
| Social Interaction | Communication | <ul style="list-style-type: none"> <input type="checkbox"/> prepare and effectively present accurate, concise written, visual and oral reports | <ul style="list-style-type: none"> <input type="checkbox"/> communicate thoughts, feelings, and ideas to justify or challenge a position by encouraging, persuading, convincing or otherwise motivating individuals or groups | <ul style="list-style-type: none"> <input type="checkbox"/> negotiate effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests |
| | Teamwork, Leadership and Service | <ul style="list-style-type: none"> <input type="checkbox"/> participate as an effective member of a team by working cooperatively with others and contributing ideas, suggestions and effort <input type="checkbox"/> recognize and respect peoples' diversity and individual differences | <ul style="list-style-type: none"> <input type="checkbox"/> serve clients and customers effectively by listening carefully to understand their needs and by providing as much assistance as possible to satisfy their expectations | <ul style="list-style-type: none"> <input type="checkbox"/> lead when appropriate, mobilizing the group for high performance |
| | Demonstrating Responsibility (Safety and Accountability) | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate high standards in attendance and punctuality <input type="checkbox"/> be trustworthy and honest in dealing with others <input type="checkbox"/> follow safe procedures consistently and recognize and eliminate potential hazards. | <ul style="list-style-type: none"> <input type="checkbox"/> understand and evaluate the impact on self and the organization for breaking with organizational or societal values and regulations. | <ul style="list-style-type: none"> <input type="checkbox"/> work hard to excel at setting and meeting goals, doing tasks, setting high standards and paying attention to important details. |

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

Fashion Studies /G.1
(Interim 1995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

CSB 5 10

Competency Level:
A - Introductory
B - Intermediate
C - Advanced

Fashion Studies /G.3
(Interim 1995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

Fashion Studies /G.4
(Int. '995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

Fashion Studies /G.5
(Interim 1995)

Competency Level:
A - Introductory
B - Intermediate
C - Advanced

Competency Level:
A - Introductory
B - Intermediate
C - Advanced

FASHION STUDIES TECHNIQUES AND SKILLS DRAFT

Level Code:
1 - Introductory
2 - Intermediate
3 - Advanced

Competency Level:
A - Introductory
B - Intermediate
C - Advanced

| Level | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | |
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| Techniques and Skills | Ready, Set, Sew! | Fun with Fashion | Repair and Recycle | Creating Home or Personal Accessories | Creative Yarns/Textiles | Creative Construction | Activewear | Surface Embellishment | Discovering Specialty Fabrics | Sewing for Others | Creating Home Decor | Creating Accessories | Upholstery | Flat Pattern | Pattern Drafting: Lower Torso | Computer Drafted Patterns: Lower Torso | Evolution of Fashion | Fashion Dynamics | Fashion Illustration | Fashion Merchandising | Contemporary Tailoring | Couture | Cultural Fashions | Advanced Specialty Fabrics | Pattern Drafting: Upper Torso | Computer Drafted Patterns: Upper Torso | Creators of Fashion | Fashion Illustration: Creating a Fashion Line | Fashion Retailing | |
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Competency Level:
A - Introductory
B - Intermediate
C - Advanced

Fashion Studies /G.8
(Int. '995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

Fashion Studies /G.9
(Interim 1995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

Fashion Studies /G.10
(Int '995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

Fashion Studies /G.11
(Interim 1995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

Fashion Studies /G.12
(Int' 1995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

Fashion Studies /G.13
(Interim 1995)

FASHION STUDIES TECHNIQUES AND SKILLS DRAFT

Level Code:
1 - Introductory
2 - Intermediate
3 - Advanced

Competency Level:
A - Introductory
B - Intermediate
C - Advanced

| Level | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
|---|------------------|------------------|--------------------|---------------------------------------|-------------------------|-----------------------|------------|-----------------------|-------------------------------|-------------------|---------------------|----------------------|------------|--------------|-------------------------------|--|----------------------|------------------|----------------------|-----------------------|------------------------|---------|-------------------|----------------------------|-------------------------------|--|---------------------|---|-------------------|
| Techniques and Skills | Ready, Set, Sew! | Fun with Fashion | Repair and Recycle | Creating Home or Personal Accessories | Creative Yarns/Textiles | Creative Construction | Activewear | Surface Embellishment | Discovering Specialty Fabrics | Sewing for Others | Creating Home Decor | Creating Accessories | Upholstery | Flat Pattern | Pattern Drafting: Lower Torso | Computer Drafted Patterns: Lower Torso | Evolution of Fashion | Fashion Dynamics | Fashion Illustration | Fashion Merchandising | Contemporary Tailoring | Couture | Cultural Fashions | Advanced Specialty Fabrics | Pattern Drafting: Upper Torso | Computer Drafted Patterns: Upper Torso | Creators of Fashion | Fashion Illustration: Creating a Fashion Line | Fashion Retailing |
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| Zigzag over string | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Curved darts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Single thread darts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lingerie strap guards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Weights (flat, circular, leaded, chain) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sleevehead | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shoulder pad | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sleeve Treatments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Set in | | | | | | | B | B | | B | | | | | | | | | | | | | | | | | | | |
| Dropped | | | | | | | B | B | | B | | | | | | | | | | | | | | | | | | | |
| Raglan | | | | | | | B | B | | B | | | | | | | | | | | | | | | | | | | |
| Shirt sleeve placket | | | | | | | B | B | | B | | | | | | | | | | | | | | | | | | | |
| Continuous lap | | | | | | | B | B | | B | | | | | | | | | | | | | | | | | | | |
| Mitered corner | | | | | | | B | B | | B | | | | | | | | | | | | | | | | | | | |
| Ribbing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cuffs | | | | | | | B | B | | B | | | | | | | | | | | | | | | | | | | |

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

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(Interim 1995)

| Level Code: | Competency Level: |
|------------------|-------------------|
| 1 - Introductory | A - Introductory |
| 2 - Intermediate | B - Intermediate |
| 3 - Advanced | C - Advanced |

[illegible]

LINKAGES/TRANSITIONS

LINKAGES

There are many linkages between Fashion Studies and other CTS strands, and between Fashion Studies and other secondary programs. The linkages extend to a variety of post-secondary and career possibilities.

Within CTS

Many CTS strands link with Fashion Studies. In the following strands, specific modules may be of interest to Fashion Studies students:

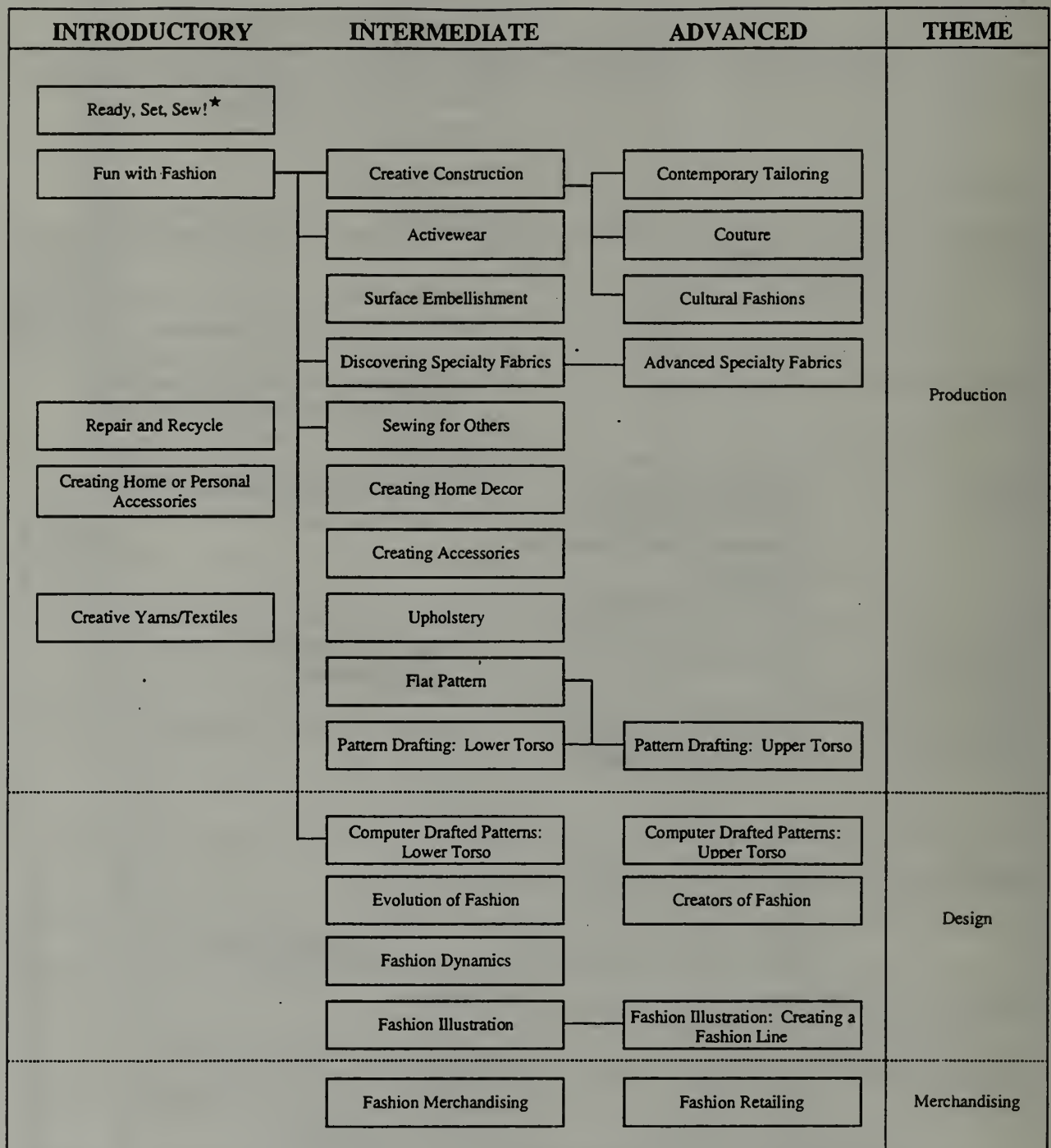
| Strand | Module | Linkage Opportunity |
|---------------------------|---|---|
| Career Transitions | Project Modules | <ul style="list-style-type: none">if a student undertakes an extensive project beyond the expectations of the Fashion Studies module. |
| Design | CADD–Fundamentals CADD–Applications Computer Aided Design and Modelling Portfolio Presentation | <ul style="list-style-type: none">offer in the context of fashion design |
| Enterprise and Innovation | Making It Happen | <ul style="list-style-type: none">offer in the context of a fashion show or fashion business |
| Management and Marketing | Promotion: Advertising Promotion: Visual Merchandising | <ul style="list-style-type: none">offer in the context of fashion promotion |

The following CTS strands have linkages that are more general in nature:

| Strand | Related Themes |
|--------------------------|--|
| Communication Technology | Presentation |
| Cosmetology Studies | Images and Practices, Special Effects |
| Design | Design Skills, Processes and Application Technical Drawing Skills |
| Management and Marketing | Marketing Systems and Strategies |

EXTENDED SCOPE AND SEQUENCE

FASHION STUDIES



— Prerequisite

★ Recommended prerequisite or corequisite for most modules within the production theme.

LINKAGE OPPORTUNITIES

(Within CTS)

| INTRODUCTORY | INTERMEDIATE | ADVANCED | STRAND |
|------------------------------|---|---|---------------------------|
| <div>CTS Project 1A</div> | <div>CTS Project 2A</div> <div>CTS Project 2B</div> <div>CTS Project 2C</div> <div>CTS Project 2D</div> | <div>CTS Project 3A</div> <div>CTS Project 3B</div> <div>CTS Project 3C</div> <div>CTS Project 3D</div> | Career Transitions |
| <div>CADD—Fundamentals</div> | <div>CADD—Applications</div> | <div>Computer Aided Design and Modelling</div> <div>Portfolio Presentation</div> | Design Studies |
| | <div>Making It Happen</div> | | Enterprise and Innovation |
| | <div>Promotion: Visual Merchandising</div> <div>Promotion: Advertising</div> | | Management and Marketing |

MODULE DES105: CADD–FUNDAMENTALS**Level:** Introductory**Theme:** Drafting for Design and Technical Drawing Skills**Prerequisite:** Drafting for Design (DES106; recommended corequisite)**Module Parameters:** CADD software

The ability to use a personal computer effectively is becoming essential in design. In this module, the student develops basic skills and knowledge in Computer Aided Design and Drafting (CADD).

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none"> demonstrate basic knowledge and skills required to operate Computer Aided Design and Drafting (CADD) software | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"> skills examine on CADD software. <i>Assessment Tool (to be developed)</i> <i>General CADD Assessment Form</i> | 30 |
| <ul style="list-style-type: none"> use CADD to produce a multiview drawing and/or pictorial drawing | <ul style="list-style-type: none"> production of a multiview and/or pictorial drawing. <i>Assessment Tool (to be developed)</i> <i>Sample Assignments/Design Briefs for Introductory Level</i> <i>Reference Set for Introductory Level</i> | 60 |
| <ul style="list-style-type: none"> maintain and present a design portfolio | <ul style="list-style-type: none"> maintenance and presentation of a module-based design portfolio emphasizing his or her understanding of CADD software operation skills through the student's discourse regarding the process(es), tools, and functions used in producing his or her multiview drawing. Note: The portfolio in this module may consist of a computer disk that is presented on-screen then submitted for assessment. <i>Assessment Tool (to be developed)</i> <i>Design Studies Assessment Video</i> | 10 |

★Resources to support the module may be found in Design Studies and in Fashion Studies Guides to Standards and Implementation.

MODULE DES105: CADD-FUNDAMENTALS (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interactions during the instructional period with equal emphasis on all basic competencies. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any Assessment Tool noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|--------------------|---|---|
| Skills Development | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify and access commonly used tools (e.g., pens, lines, fillets, chamfers, shapes, rulers, scales), methods (e.g., snapping to grid, measuring, scaling) and functions (e.g., snapping to the end of a line, centering, cleaning up, breaking lines) with teacher direction and assistance read and interpret pictorial drawings and multiview sketches for pertinent information use CADD skills to produce two-dimensional multiview drawings complete with dimensions print or plot drawings. | <p>Some students may have the background to perform these operations upon entering the module. Students should be encouraged to share their knowledge with each other. Where appropriate, students could work as partners during this module.</p> <p>Complementary modules to this one are available in the Information Processing strand and may be drawn from there if additional emphasis is required.</p> <p>Teachers will determine the computer and software students will use.</p> <p>An important indication of a student's skill development in this module will be how quickly they can access and use the CADD software to produce assigned drawings. This element of "speed" can be one indicator of capability when the student is assessed.</p> |

MODULE DES105: CADD—FUNDAMENTALS (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| Applied Problem Solving | <p><i>The student should:</i></p> <ul style="list-style-type: none"> select and use CADD tools, methods and functions to produce multiview drawings (minimum three views) from simple three-dimensional objects (e.g., angled wooden blocks, foot stool, chair) or from pictorial drawings (e.g., isometric, oblique, perspective) of these objects demonstrate the use of layers on at least one drawing. | <p>Teachers may wish to specify design briefs for their students in this module in order to ensure specific computer applications are learned.</p> <p>Suggested briefs:</p> <ul style="list-style-type: none"> logo design lingerie bag disc caddy locker organizer. |
| Presentation, Design Journal and Portfolio | <ul style="list-style-type: none"> see Specific Learner Expectations from Design Techniques—Fundamentals and other introductory level modules. In this module, the portfolio may take the form of a computer disk containing completed and partially completed work. | <p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p> |

MODULE DES203: CADD–APPLICATIONS**Level:** Intermediate**Theme:** Drafting for Design and Technical Drawing Skills**Prerequisite:** CADD–Fundamentals (DES105)**Module Parameters:** CADD software

Students apply their learning from CADD–Fundamentals, and add knowledge, skills and techniques associated with Computer Aided Design and Drafting (CADD) in the context of new design-related tasks.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> use Computer Aided Design and Drafting (CADD) software to produce intermediate level multiview and/or pictorial drawings maintain and present a design portfolio demonstrate effort to develop basic competencies | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> production of a multiview and/or pictorial drawing using teacher-specified CADD software. <p><i>Assessment Tool (to be developed)</i> <i>Sample Assignments/Design Briefs for Intermediate Level</i> <i>Reference Set for Intermediate Level</i> <i>General CADD Assessment Form</i></p> <ul style="list-style-type: none"> maintenance of a module-based design portfolio and a design journal. Emphasis will be placed on the accuracy of application of the CADD software to the drawing assignment, and the student's discourse regarding the process(es), tools and functions used in producing his or her drawing. <p><i>Assessment Tool (to be developed)</i> <i>Design Studies Assessment Video</i> <i>General CADD Assessment Form</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interactions during the instructional period with equal emphasis on all basic competencies. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any Assessment Tool noted above</i></p> | <p>80</p> <p>20</p> <p>Integrated throughout</p> |

★Resources to support the module may be found in Design Studies and in Fashion Studies Guides to Standards and Implementation.

MODULE DES203: CADD–APPLICATIONS (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| Skills Development | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and access commonly used tools, methods and functions (see CADD–Fundamentals) without teacher direction and assistance • read and interpret pictorial and other types of sketches for pertinent information • use CADD skills to produce layered fully dimensioned multiview drawings and pictorial drawings • print or plot drawings. | <p>Students completing this module should be fully versed in basic CADD use.</p> <p>Teachers may provide students with experience on other computer software that links to and/or supports CADD.</p> <p>Blocks and basic patterns may be from a purchased library of slopers and symbols of ones previously created.</p> |
| Applied Problem Solving | <ul style="list-style-type: none"> • select and use CADD tools, methods and functions to produce layered multiview drawings and pictorial drawings based on pictorial sketches or real three-dimensional objects • demonstrate the use of layers on at least one drawing. | <p>Teachers may wish to specify design briefs for their students in this module in order to ensure specific computer applications are learned.</p> <p>Suggested briefs:</p> <ul style="list-style-type: none"> • personalized skirts, shorts or pants from measurements or through use of computerized slopers. |
| Presentation, Design Journal and Portfolio | <ul style="list-style-type: none"> • see Specific Learner Expectations from CADD—Fundamentals and other introductory and intermediate level modules. In this module, the portfolio may take the form of a computer disk containing completed and partially completed work. | <p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p> |

MODULE DES310: COMPUTER AIDED DESIGN AND MODELLING—STUDIO

Level: Advanced

Theme: Drafting for Design and Technical Drawing Skills

Prerequisite: CADD—Applications (DES203; recommended)

Module Parameters: CADD software

Students solve design problems using advanced Computer Aided Design and Drafting (CADD) methods, utilizing advanced commands, three-dimensional modelling techniques, rendering, shading and animation techniques.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|---------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> use advanced Computer Aided Design and Drafting (CADD) commands and techniques to design working prototypes of solutions to advanced level design problems maintain and present a design portfolio | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> production of still and/or animated images based on advanced level design brief and using teacher-specified software. <p><i>Assessment Tool (to be developed)</i> <i>Sample Assignments/Design Briefs for Advanced Level</i> <i>Reference Set for Advanced Level</i> <i>General CADD Assessment Form</i></p> <ul style="list-style-type: none"> maintenance of a module-based design portfolio and a design journal. Verification of project standards will be met through the student's formal presentation/critique of his or her module-based portfolio with the teacher and a group of peers and/or others. Emphasis during the presentation/critique will be placed on the degree of resolution of the design brief, and the student's discourse regarding: <ul style="list-style-type: none"> the software used, his or her justification for the selection/use of the software, and the process used to achieve the product; e.g., collaboration. <p><i>Assessment Tool (to be developed)</i> <i>Design Studies Assessment Video</i></p> | <p>80</p> <p>20</p> |

★Resources to support the module may be found in Design Studies and in Fashion Studies Guides to Standards and Implementation.

MODULE DES310: COMPUTER AIDED DESIGN AND MODELLING—STUDIO (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies | <p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interactions during the instructional period with specific emphasis on “Communication” and “Teamwork and Leadership”. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any Assessment Tool noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|-------------------------|--|--|
| Skills Development | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify, select and use appropriate CADD and related software (e.g., three-dimensional modelling software) in the context of design generate a three-dimensional model image and/or working drawings on a computer in response to a problem specified in a design brief, and print work generated. | <p>Teachers may provide students with several options for computer software they may use. Also see the related learner expectations in 3-D Design Studies (Form, Composition and Aesthetics).</p> <p>Students should be made aware that time is an important factor in using CADD and that they should become faster and more efficient with each project.</p> |
| Applied Problem Solving | <ul style="list-style-type: none"> apply the personal computer and specified CADD software to resolve problems as outlined in design briefs. | <p>Students should have had previous experience in CADD and feel confident in using the chosen software independently in this module. They should share CADD techniques, tips and hints to their advantage in the process of solving problems. By allowing sharing to take place, teachers and students will learn and improve their CADD techniques.</p> |

MODULE DES310: COMPUTER AIDED DESIGN AND MODELLING—STUDIO (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| Presentation, Design Journal and Portfolio | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • see Specific Learner Expectations from 2-D Design—Studio (Form, Composition and Aesthetics) • maintain and update a portfolio as described in 2-D Design—Studio (Form, Composition and Aesthetics). Additions from this module would include all project related material (e.g., sketches, notes, a computer disk containing images produced through CADD and three-dimensional modelling software, hard copies of these images), the design journal, and appropriate supplementary material. | <p>As with the other CADD modules, students might produce portfolio of their work on a computer disk and support this with selected still images (printed or plotted) and/or a videotape of selected images.</p> <p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p> |

MODULE DES319: PORTFOLIO PRESENTATION

Level: Advanced

Theme: Business/Issues/History

Prerequisite: None

Module Parameters: No specialized equipment or facilities required

Students taking this module prepare a portfolio for a specific purpose such as entry into the workplace or a post-secondary institution. When offered in a fashion studies context, the portfolio may include samples of fashion illustrations and pictures of projects completed, a videotape of a fashion show or pictures or slides of a merchandising display.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • prepare a presentation portfolio for the purpose of gaining entry into the workplace and/or a post-secondary educational institution • present the portfolio in an interview setting • demonstrate effort to develop basic competencies. | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • quality of the portfolio. • maintenance of a module-based design portfolio and a design journal. Verification of project standards will be met through the student's formal presentation/critique with the teacher and a group of peers and/or others, and a teacher and/or peer review of his or her design journal. Emphasis during the presentation/critique will be placed on the scope and presentation quality of the portfolio, and the student's ability to present his or her portfolio in a professional manner. • observations of individual effort and interpersonal interactions during the instructional period with specific emphasis on "Communication". <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools note above</i></p> | <p>70</p> <p>30</p> <p>Integrated throughout</p> |

★Resources to support the module may be found in Design Studies and Fashion Studies Guides to Standards and Implementation.

MODULE DES319: PORTFOLIO PRESENTATION (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|---|
| Skills Development | <p><i>The student should:</i></p> <ul style="list-style-type: none"> determine the purpose of the portfolio being designed. | It is extremely important for students to be able to present a well-crafted portfolio. The portfolio should exhibit the breadth and depth of the student's capabilities, and indicate his or her academic, personal management and teamwork skills. The portfolio may take several forms (e.g., photography, slides, videotape, or any combination of the above). The student's collection of work retained during his or her studies in fashion studies will form the basis for this final presentation portfolio. |
| Applied Problem Solving | <ul style="list-style-type: none"> select the most appropriate work for inclusion in the portfolio prepare the selected work for inclusion in the portfolio. This might include remounting and/or reworking some pieces, photographing or videotaping design work write a supporting page introducing the student and providing a listing and short description of the portfolio contents and/or provide a description of the work and rationale for the work through the video medium. | |
| Presentation, Design Journal and Portfolio | <ul style="list-style-type: none"> see Specific Learner Expectations for 2-D Design—Studio (Form, Composition and Aesthetics) present completed portfolio to teacher and peers. | |

MODULE E&I204: MAKING IT HAPPEN**Level: Intermediate****Theme: Making It Happen****Prerequisite: None****Module Parameters: No specialized equipment or facilities required**

The student implements and assesses a venture.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none"> implements a venture | <i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"> Logbook Record that includes the following: <ul style="list-style-type: none"> – implementation time lines – implementation procedures for: <ul style="list-style-type: none"> • managing • marketing • financing • human resource requirements • producing/servicing requirements. | 30 |
| <ul style="list-style-type: none"> demonstrate leadership qualities in implementing the venture | <ul style="list-style-type: none"> Reflection Record consisting of an examination of his or her personal leadership style and its appropriateness for the venture. <i>Assessment Tool (to be developed)</i> <i>Reflection Log</i> | 10 |
| <ul style="list-style-type: none"> manage problem solving and decision making at each implementation stage of the venture | <ul style="list-style-type: none"> a written critique and oral presentation that describe the problem-solving and decision-making process during the venture planning and implementation stages | 50 |
| <ul style="list-style-type: none"> assess the venture | <ul style="list-style-type: none"> a set of criteria developed by the student to assess the success (as personally defined) of the venture | 10 |

★ Resources to support the module may be found in Enterprise and Innovations and in Fashion Studies Guides to Standards and Implementation.

MODULE E&I204: MAKING IT HAPPEN (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate effort to develop basic competencies | <p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative acting ethically managing resources communication teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any Assessment Tool noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|----------------------|--|--|
| Starting the Venture | <p><i>The student should:</i></p> <ul style="list-style-type: none"> determine the start-up requirements for the venture examine legal obligations that affect the venture analyze the common forms of business ownership: <ul style="list-style-type: none"> sole proprietorship partnership corporation cooperative. | <p>Determine type of fashion show.</p> <p>Not applicable in planning a fashion show.</p> |
| Managing the Venture | <ul style="list-style-type: none"> discuss the functions of management analyze why businesses fail, and illustrate the consequences of poor and/or inadequate planning examine short- and long-range plans for the venture examine management models and leadership styles. | <p>Fashion show planning would include theme, location and timing.</p> <p>Not applicable in planning a fashion show.</p> |

MODULE E&I204: MAKING IT HAPPEN (continued)

| Concept | Specific Learner Expectations | Notes |
|---|---|--|
| Marketing the Venture | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • formulate a market plan considering: <ul style="list-style-type: none"> – sales and distribution – advertising – pricing. | Publicity and advertising for the fashion show. Consider links with Management and Marketing module: "Promotion: Print and Broadcast Advertising". |
| Financing the Venture | <ul style="list-style-type: none"> • examine the need for and limitations of a budget and its implications in the financial plan of the venture: <ul style="list-style-type: none"> – income – expenditures: <ul style="list-style-type: none"> • production • labour • distribution • marketing • design a strategy for measuring, monitoring and controlling results against the plans • prepare a cash flow projection. | Plan a budget for the fashion show. |
| Human Resources Requirements | <ul style="list-style-type: none"> • ascertain human resources needs and how these are to be met • identify career ladders for personnel. | Who will be in charge of each component of the fashion show. |
| Producing/Service Requirements of the Venture | <ul style="list-style-type: none"> • describe the product or service in terms of: <ul style="list-style-type: none"> – characteristics: <ul style="list-style-type: none"> • quality • excellence – labour: <ul style="list-style-type: none"> • availability • efficiency • effectiveness – suppliers – equipment/technology – property and facilities – cost data. | Selecting the merchandise and staging the fashion show (models, commentary, set design, music choreography, rehearsal). |

MODULE E&I204: MAKING IT HAPPEN (continued)

| Concept | Specific Learner Expectations | Notes |
|-----------------------|--|---|
| Assessing the Venture | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare and contrast various ways of assessing ventures • develop a set of criteria to assess the venture • examine personal/individual motives in relation to the development and creation of the venture • relate leadership strategies to venture analysis • assess the lifestyle implications of the venture • analyze the venture in terms of change and trends projected for the future • prepare a written critique of the venture. | <p>Evaluate all the components of the fashion show.</p> <p>Not applicable in planning a fashion show.</p> |

MODULE M&M202: PROMOTION: ADVERTISING

Level: Intermediate

Theme: Marketing Systems and Strategies

Prerequisite: None

Module Parameters: Access to cassette player with microphone, Camcorder for broadcast, computer workstation with graphics software recommended for print advertising

The advertising process involves mass media communicating with a mass audience in order to establish a continuous recognition of a sponsor or product. This module is an introduction to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace. When this module is offered in a fashion studies context, students learn effective methods to produce advertisements to promote fashion for the print and broadcast media.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> describe principles involved in the advertising process and apply these principles to print and broadcast media | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Concept Test consisting of questions on principles and terms in the advertising process including: <ul style="list-style-type: none"> definition of advertising and publicity controversial issues, laws, regulations and ethics in advertising identification and selection of target markets objectives of advertising examples of geographical advertising media: advantages and disadvantages of each medium and cost considerations <p><i>Assessment Tool</i> (to be developed)</p> | 10 |
| <ul style="list-style-type: none"> investigate and report on basic broadcast media concepts | <ul style="list-style-type: none"> Report consisting of: <ul style="list-style-type: none"> types of broadcast media role of Canadian Radio-television and Telecommunications Commission (CRTC) brief history of both radio and television types of ownership of both radio and television local examples of radio stations and television networks and the types of audiences they attract. <p><i>Assessment Tool</i> (to be developed)</p> | 10 |

★ Resources to support the module may be found in Marketing and Management and in Fashion Studies Guides to Standards and Implementation.

MODULE M&M202: PROMOTION: ADVERTISING (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|--|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> evaluate advertisements for each medium (print, radio and television) | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Advertising Portfolio consisting of a collection of three advertisements for each medium (print, radio and television) which includes: <ul style="list-style-type: none"> type of media target market objective effective use of each component or production techniques how the AIDA concept was used (Attention, Interest, Desire, Action). <p><i>Assessment Tool</i> (to be developed)</p> | 20 |
| <ul style="list-style-type: none"> design and create an effective promotional advertisement for two of the following media: <ul style="list-style-type: none"> print television radio | <ul style="list-style-type: none"> Project consisting of: <ul style="list-style-type: none"> preplanning of advertisement through use of rough draft, radio script or storyboard final draft presentation of the advertisements self-assessment of created advertisement. <p><i>Assessment Tool</i> (to be developed)</p> | 50 |
| <ul style="list-style-type: none"> identify personal interests and opportunities as they relate to careers in advertising | <ul style="list-style-type: none"> Career Profile that includes job description, education/qualification requirements, employment opportunities, advancement potential and salary range. <p><i>Assessment Tool</i> <i>Print Advertisement Assessment (M&M202-1)</i> <i>Radio Commercial Assessment (M&M202-2)</i> <i>Television Commercial Assessment (M&M202-3)</i></p> <p><i>Standard</i> <i>Level 2 competencies in each section</i></p> | 10 |
| <ul style="list-style-type: none"> demonstrate effort to develop basic competencies. | <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership being innovative demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

MODULE M&M202: PROMOTION: ADVERTISING (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|---|
| <p>The Advertising Process</p> <ul style="list-style-type: none"> Target Market Objectives Geographic Market Media | <p><i>The student should:</i></p> <ul style="list-style-type: none"> explain what advertising is and what purpose it serves differentiate between publicity and advertising debate the various criticisms, controversies, laws and ethics regarding advertising provide examples that illustrate a variety of target markets for the following types of advertisements: <ul style="list-style-type: none"> consumer products consumer services business product business service advocacy (institutional) advertising discuss a variety of objectives marketers use when developing advertising campaigns obtain specific examples of geographical promotional strategies: <ul style="list-style-type: none"> local regional national international identify and provide examples of various print and broadcast media discuss the advantages and disadvantages of each medium compare costs in relationship to return on investment (audience versus cost of creating/producing and placing advertisement). | <p>Collect a range of fashion advertisements and publicity notices and establish a portfolio/scrapbook.</p> <p>Gender stereotyping, misleading advertising, and regulations.</p> <p>Who will buy it, when, where? Are features of product or service transformed into customer benefits?</p> <p>For example, attract new customers, inform customers of a new product.</p> <p>For example, small local businesses advertising locally versus large corporations advertising nationally.</p> |
| Creating a Print Advertisement | <ul style="list-style-type: none"> discuss the steps in planning a print advertisement: <ul style="list-style-type: none"> type of print media state the objective define the target audience select the buying motive (use of USP) | <p>The advertisement may be created to promote a fashion show.</p> |

MODULE M&M202: PROMOTION: ADVERTISING (continued)

| Concept | Specific Learner Expectations | Notes |
|-----------------------------|---|--|
| | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify and analyze each component of a print advertisement: <ul style="list-style-type: none"> borders headline(s) illustration or graphic copy logo (signature) demonstrate the use of effective layout arrangements: <ul style="list-style-type: none"> use of white space use of different fonts placement of the various components present and evaluate own print advertisement. | <p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> |
| Overview of Broadcast Media | <ul style="list-style-type: none"> discuss the types of broadcast advertising describe the role of the CRTC explore the history of both radio and television explain the types of ownership and programming found in radio and television identify a variety of radio stations available to the various listeners in the immediate area describe the types of television stations: <ul style="list-style-type: none"> network-affiliated network-owned independent investigate other means of television advertising such as cablevision, pay TV, videocassette recordings, satellite, infomercials. | <p>Radio, television.</p> <p>Not applicable in a fashion studies context.</p> |

MODULE M&M202: PROMOTION: ADVERTISING (continued)

| Concept | Specific Learner Expectations | Notes |
|---------------------------|---|---|
| Advertising on Radio | <p><i>The student should:</i></p> <ul style="list-style-type: none"> analyze radio advertising including: <ul style="list-style-type: none"> radio time slots effectiveness of commercial identify and calculate the cost of radio commercials in various time slots identify elements involved in preparation of a radio commercial demonstrate the use of radio production techniques when planning and producing a radio commercial present and evaluate own radio commercial. | <p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> <p>Analyze radio ads: e.g., script types, live versus taped, length, repetition, voices.</p> <p>Students may create advertisements for existing or various types of fashion outlets or a fashion show.</p> |
| Advertising on Television | <ul style="list-style-type: none"> analyze television commercials including: <ul style="list-style-type: none"> time slots effectiveness of the commercial identify and calculate the costs of television commercials in various time slots demonstrate the use of television production techniques when planning and producing a television commercial: <ul style="list-style-type: none"> storyboard preparation use of equipment present and evaluate own television commercial. | <p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> <p>Camcorder-types and lengths of shots, lighting, production sequence.</p> |
| Career Exploration | <ul style="list-style-type: none"> investigate a variety of career opportunities in print and broadcast advertising identify personal interests, talents and experiences as they relate to careers in print and broadcast advertising. | <p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p> <p>Careers in the fashion industry.</p> |

MODULE M&M203: PROMOTION: VISUAL MERCHANDISING**Level:** Intermediate**Theme:** Marketing Systems and Strategies**Prerequisite:** Management and Marketing Basics (M&M101)**Module Parameters:** None

Visual merchandising helps to sell products at the point of purchase. Students become familiar with the different types of visual merchandising, how to construct attention-getting displays and what to look for when evaluating visual merchandising. When offered in a fashion studies context, students learn the art of visual presentation, which is so effective in promoting fashion.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|--|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and explain basic visual merchandising concepts | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Display Manual using a choice of diagrams, pictures and/or video consisting of visual merchandising: <ul style="list-style-type: none"> objectives types elements and principles guidelines. <p><i>Assessment Tool</i> <i>Task Checklist: Visual Merchandising Manual (M&M203-1)</i></p> <p><i>Standard</i> <i>Level 2 in each applicable area</i></p> | 20 |
| <ul style="list-style-type: none"> create a collection of display ideas for a calendar year | <ul style="list-style-type: none"> Yearly Visual Merchandising Planner for a Business. Minimum of eight display ideas in the planner which represents a full year's visual merchandising plan. Ideas should include type of display, theme, merchandise, props, supplies to be used and a sketch showing the elements and principles of design being applied. <p><i>Assessment Tool</i> <i>Task Checklist: Personal Display Planner (M&M203-2)</i></p> <p><i>Standard</i> <i>Level 2 in each applicable task area</i></p> | 20 |
| <ul style="list-style-type: none"> design and construct a merchandising display | <ul style="list-style-type: none"> Creation of an Interior and/or Exterior Display for a specific organization/business. <p><i>Assessment Tool</i> <i>Visual Merchandising Assessment (M&M203-3)</i></p> <p><i>Standard</i> <i>Level 2 competencies in each section</i></p> | 40 |

★Resources to support the module may be found in Management and Marketing and in Fashion Studies Guides to Standards and Implementation.

MODULE M&M203: PROMOTION: VISUAL MERCHANDISING (continued)

| Module Learner Expectations | Assessment Criteria and Conditions (Draft) | Suggested Emphasis |
|---|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • evaluate various forms of visual merchandising | <p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Evaluation of a minimum of three displays that demonstrate visual merchandising design techniques based on the criteria listed on the Visual Merchandising Observation Tool. <p><i>Assessment Tool</i> <i>Task Checklist: Visual Merchandising Observations (M&M203-4)</i></p> <p><i>Standard</i> <i>3 completed observations, Level 2 competencies for each</i></p> | 10 |
| <ul style="list-style-type: none"> • identify personal interests and opportunities as they relate to careers in visual merchandising | <ul style="list-style-type: none"> • Career Profile that includes job description, education/qualification requirements, employment opportunities, advancement potential and salary range. <p><i>Assessment Tool</i> <i>(to be developed)</i></p> | 10 |
| <ul style="list-style-type: none"> • demonstrate effort to develop basic competencies. | <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – being innovative – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

| Concept | Specific Learner Expectations | Notes |
|----------------------|---|--------------------------------|
| Visual Merchandising | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe what visual merchandising is and provide examples, illustrations and/or pictures of various displays | Linkages with Fashion Studies. |

MODULE M&M203: PROMOTION: VISUAL MERCHANDISING (continued)

| Concept | Specific Learner Expectations | Notes |
|--|---|--|
| <ul style="list-style-type: none"> Objectives Types Display Ideas | <p><i>The student should:</i></p> <ul style="list-style-type: none"> explain how displays can influence the customer: <ul style="list-style-type: none"> route traffic catch attention expand window theme pleasant store environment quick product identification entice entry to store reinforce store image support sales presentations examine the different types of visual merchandising displays and provide examples: <ul style="list-style-type: none"> <i>interior</i> (open—gondola, shelving, racks, ledge, platform, etc.; closed—showcases and shadow boxes, architectural or built-up displays) <i>exterior</i> (closed, semi-closed, open) season (pre-season, runner, clearance) indicate how the interior display(s) can be coordinated with exterior display(s) discuss how ideas are generated for visual merchandising generate a list of display ideas for a variety of events and themes | <p>Assess the effectiveness of several fashion retail outlet displays.</p> <p>Holiday themes, events, other displays, brainstorming with others.</p> |
| <p>Display Design</p> <ul style="list-style-type: none"> Elements | <ul style="list-style-type: none"> identify and discuss the elements of design as it relates to visual merchandising: <ul style="list-style-type: none"> use of lines—vertical, horizontal, curve, diagonal use of shape—geometric, organic, positive, negative use of colour—terminology, schemes, moods background use of three-dimensional space use of weight, size and texture | <p>Consider links with Design Studies and Communication Technology.</p> <p>Props versus products, foreground versus background.</p> |

MODULE M&M203: PROMOTION: VISUAL MERCHANDISING (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| <ul style="list-style-type: none"> Principles | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify and discuss the principles of design as they relate to visual merchandising: <ul style="list-style-type: none"> patterns—interface, stair step, gradation, pyramid, zig zag, repetition, radiation balance, formal and informal harmony and contrast rhythm proportion emphasis unity. | |
| <p>Creating Displays</p> <ul style="list-style-type: none"> Guidelines Planning and Acting | <ul style="list-style-type: none"> apply basic guidelines when creating a display <ul style="list-style-type: none"> use the KISS concept (Keep it Simple) keep the customer's viewpoint in mind use lighting to enhance the display use props to enhance the merchandise and theme apply the steps in planning a display: <ul style="list-style-type: none"> identify the objective select theme, merchandise and location compute cost of constructing display assemble supplies and materials needed prepare display area, merchandise and props for-display construct the display maintain a display. | <p>Props can be built, bought or borrowed. Use and construct different kinds of props.</p> <p>Individually or with a partner, students may plan, design and construct a "mini" window display.</p> |
| Evaluating Displays | <ul style="list-style-type: none"> evaluate the effectiveness of the display: <ul style="list-style-type: none"> location design theme impact/appeal recommend possible changes to the process of display creation and the display itself. | |

MODULE M&M203: PROMOTION: VISUAL MERCHANDISING (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------|--|--|
| Career Exploration | <p><i>The student should:</i></p> <ul style="list-style-type: none">• investigate a variety of career opportunities in visual merchandising• identify personal interest, talents and experiences as they relate to careers in visual merchandising. | <p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p> <p>Careers in the fashion industry.</p> |

With Other Secondary Programs

In order that learning will be significant, relevant and reinforced for all students, it is important to integrate the core and complementary areas with the program. Teacher awareness of content of the different curricula will promote cross-curricular learning and team teaching. As students apply the knowledge and skills learned in one subject to solve a problem in another area, they will generate positive attitudes and confidence to meet the challenges of daily living.

Potential linkages between Fashion Studies and other programs are outlined in the following charts.

To Other Government Initiatives

There are a number of federal initiatives:

- *An Inquiry into the Strategic and Internal Characteristics of the Canadian Apparel Industry* prepared for Industry Canada by Harold Star, July 1994.
- *Apparel Benchmarking: Where Canadian and US Companies are Today, and Where They Will be Tomorrow*, prepared for Industry Canada by Kurt Salmon Associates-Canada Ltd., July 1994.
- *The Canadian Retail Clothing Market, December 1994, a Status Report*, prepared by Kormos, Harris and Associates, Toledo, Ohio.
- A joint project between the federal government of Canada's Industrial Adjustment Service program and the Fashion Industry Development Institute to determine current and future training needs of the apparel industry, and to develop an action plan for meeting these needs.

To Industry Initiatives

- The manufacturing committee of the Fashion Industry Development Institute (FIDI) has developed a production training program for the industry. A pilot program was run in the spring of 1994 with plans for full implementation in 1995. The 20-week program involves a combination of classroom training in a facility provided by the Calgary Board of Education and on-site experience provided by manufacturers who were sponsoring students. FIDI administered the program, set the course content, and was responsible for renting facilities and equipment and for hiring the necessary training personnel. Students successfully completing the course are awarded a certificate by FIDI.
- The Edmonton Garment Initiatives Committee (EGIC) established in May 1989 to "promote and increase the competitive advantage of the local garment industry". The membership is representative of various sectors of the garment industry including design, manufacturing, retail and education as well as government agencies.

TRANSITIONS

To The Workplace

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Some businesses welcome an individual who has the basic skills and is prepared for further training from the employer. Information from the National Occupational Classification and the Provincial Occupational Profiles indicates that at least 26 occupations in the area of fashion studies can be accessed after high school (see attached chart).

To Related Post-Secondary Programs

There is articulation between Fashion and numerous programs offered at the post-secondary level. the intermediate and advanced level modules provide students with some indication as to whether they would be interested in entering one of the fashion-related courses at the college or university level. The Provincial Occupational Profiles indicates 12 career opportunities at the college level and six at the university level (see attached chart).

Opportunities for post-secondary learningⁱⁿ Alberta are outlined in the booklet entitled *It's About Time: to start thinking about your future*, (1993-94, published by Alberta Advanced Education and Career Development Education). (See attached summary.)

A *Directory of Canadian Apparel and Textile Education Programs* is published by the Canadian Apparel Federation (see Section I for address).

**COURSE COMPARISON
FOR FASHION STUDIES AND HOME ECONOMICS (CLOTHING TEXTILES) 7, 8, 9**

THEME CODE:

- A. Production
- B. Design
- C. Merchandising

LEVEL:

1. Introductory
2. Intermediate
3. Advanced

[illegible]

**COURSE COMPARISON
FOR FASHION STUDIES AND HOME ECONOMICS (CLOTHING TEXTILES) 7, 8, 9**

THEME CODE:

- A. Production
- B. Design
- C. Merchandising

LEVEL:

1. Introductory
2. Intermediate
3. Advanced

[illegible]

**COURSE COMPARISON
FOR FASHION STUDIES AND HOME ECONOMICS (CLOTHING TEXTILES) 7, 8, 9**

THEME CODE:

1. Introductory
2. Intermediate
3. Advanced

LEVEL:

[illegible]

[illegible]

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

[illegible]

| THEME CODE: A. Production B. Design C. Merchandising | LEVEL | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| THEME | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | C |
| Textiles and Care fibre and yarn characteristics, fabric construction fabric finishes, dyeing, printing and applied design labelling and care of textile products, consumer rights and responsibilities | Ready, Set, Sew | | | | | | | | | | | | | | | | | |
| | Fun with Fashion | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | Repair & Recycle | | | | | | | | | | | | | | | | | |
| | Crafting Home or Personal Accessories | | | | | | | | | | | | | | | | | |
| | Creative Yarns/Textiles | | | | | | | | | | | | | | | | | |
| | Creative Construction | | | | | | | | | | | | | | | | | |
| | Active Wear | | | | | | | | | | | | | | | | | |
| | Surface Embellishment | | | | | | | | | | | | | | | | | |
| | Discovering Specialty Fabrics | | | | | | | | | | | | | | | | | |
| | Sewing for Others | | | | | | | | | | | | | | | | | |
| | Crafting Home Decor | | | | | | | | | | | | | | | | | |
| | Crafting Accessories | | | | | | | | | | | | | | | | | |
| | Upholstery | | | | | | | | | | | | | | | | | |
| | Flat Pattern | | | | | | | | | | | | | | | | | |
| | Pattern Drafting: Lower Torso | | | | | | | | | | | | | | | | | |
| | Computer Drafted Patterns: Lower Torso | | | | | | | | | | | | | | | | | |
| | Evolution of Fashion | | | | | | | | | | | | | | | | | |
| | Fashion Dynamics | | | | | | | | | | | | | | | | | |
| | Fashion Illustration | | | | | | | | | | | | | | | | | |
| | Fashion Merchandising | | | | | | | | | | | | | | | | | |
| | Contemporary Tailoring | | | | | | | | | | | | | | | | | |
| | Couture | | | | | | | | | | | | | | | | | |
| | Cultural Fashions | | | | | | | | | | | | | | | | | |
| | Advanced Specialty Fabrics | | | | | | | | | | | | | | | | | |
| | Pattern Drafting: Upper Torso | | | | | | | | | | | | | | | | | |
| | Computer Drafted Patterns: Upper Torso | | | | | | | | | | | | | | | | | |
| | Creators of Fashion | | | | | | | | | | | | | | | | | |
| | Fashion Illustration: Creating a Fashion Line | | | | | | | | | | | | | | | | | |
| | Fashion Retailing | | | | | | | | | | | | | | | | | |

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

[illegible]

[illegible]

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

| THEME CODE: | LEVEL | | | | | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|-----------------|---|---|---|---|---|-------------|---|---|---|---|---|
| | 1. Introductory | | | | | | 2. Intermediate | | | | | | 3. Advanced | | | | | |
| THEME | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| | Ready, Set, Sew | | | | | | | | | | | | | | | | | |
| | Fun with Fashion | | | | | | | | | | | | | | | | | |
| | Repair & Recycle | | | | | | | | | | | | | | | | | |
| | Crafting Home or Personal Accessories | | | | | | | | | | | | | | | | | |
| | Creative Yarns/Textiles | | | | | | | | | | | | | | | | | |
| | Creative Construction | | | | | | | | | | | | | | | | | |
| | Active Wear | | | | | | | | | | | | | | | | | |
| | Surface Embellishment | | | | | | | | | | | | | | | | | |
| | Discovering Specialty Fabrics | | | | | | | | | | | | | | | | | |
| | Sewing for Others | | | | | | | | | | | | | | | | | |
| | Crafting Home Decor | | | | | | | | | | | | | | | | | |
| | Crafting Accessories | | | | | | | | | | | | | | | | | |
| | Upholstery | | | | | | | | | | | | | | | | | |
| | Flat Pattern | | | | | | | | | | | | | | | | | |
| | Pattern Drafting: Lower Torso | | | | | | | | | | | | | | | | | |
| | Computer Drafted Patterns: Lower Torso | | | | | | | | | | | | | | | | | |
| | Evolution of Fashion | | | | | | | | | | | | | | | | | |
| | Fashion Dynamics | | | | | | | | | | | | | | | | | |
| | Fashion Illustration | | | | | | | | | | | | | | | | | |
| | Fashion Merchandising | | | | | | | | | | | | | | | | | |
| | Contemporary Tailoring | | | | | | | | | | | | | | | | | |
| | Couture | | | | | | | | | | | | | | | | | |
| | Cultural Fashions | | | | | | | | | | | | | | | | | |
| | Advanced Specialty Fabrics | | | | | | | | | | | | | | | | | |
| | Pattern Drafting: Upper Torso | | | | | | | | | | | | | | | | | |
| | Computer Drafted Patterns: Upper Torso | | | | | | | | | | | | | | | | | |
| | Creators of Fashion | | | | | | | | | | | | | | | | | |
| | Fashion Illustration: Creating a Fashion Line | | | | | | | | | | | | | | | | | |
| | Fashion Retailing | | | | | | | | | | | | | | | | | |

[illegible]

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

| THEME CODE: | LEVEL | | | | | | | | | | | |
|--|-----------------|---|---|-----------------|---|---|-------------|---|---|---|---|---|
| | 1. Introductory | | | 2. Intermediate | | | 3. Advanced | | | | | |
| THEME | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 |
| | A | A | A | A | A | A | A | A | A | A | A | C |
| production and distribution of textiles, consumption patterns of individuals in families | | | | | | | | | | | | |
| career opportunities in the fashion industry, examination of Canadian fashion industries | | | | | | | | | | | | |
| government regulations, merchandising techniques, consumer skills | | | | | | | | | | | | |
| <i>Special Fabrics /</i> | | | | | | | | | | | | |
| special fabric techniques, project construction | | | | | | | | | | | | |
| good management principles, evaluation of the project | | | | | | | | | | | | |
| Ready, Set, Sew | | | | | | | | | | | | |
| Fun with Fashion | | | | | | | | | | | | |
| Repair & Recycle | | | | | | | | | | | | |
| Creating Home or Personal Accessories | | | | | | | | | | | | |
| Creative Yarns/Textiles | | | | | | | | | | | | |
| Creative Construction | | | | | | | | | | | | |
| Active Wear | | | | | | | | | | | | |
| Surface Embellishment | | | | | | | | | | | | |
| Discovering Specialty Fabrics | | | | | | | | | | | | |
| Sewing for Others | | | | | | | | | | | | |
| Creating Home Decor | | | | | | | | | | | | |
| Creating Accessories | | | | | | | | | | | | |
| Upholstery | | | | | | | | | | | | |
| Flat Pattern | | | | | | | | | | | | |
| Pattern Drafting: Lower Torso | | | | | | | | | | | | |
| Computer Drafted Patterns: Lower Torso | | | | | | | | | | | | |
| Evolution of Fashion | | | | | | | | | | | | |
| Fashion Dynamics | | | | | | | | | | | | |
| Fashion Illustration | | | | | | | | | | | | |
| Fashion Merchandising | | | | | | | | | | | | |
| Contemporary Tailoring | | | | | | | | | | | | |
| Couture | | | | | | | | | | | | |
| Cultural Fashions | | | | | | | | | | | | |
| Advanced Specialty Fabrics | | | | | | | | | | | | |
| Pattern Drafting: Upper Torso | | | | | | | | | | | | |
| Computer Drafted Patterns: Upper Torso | | | | | | | | | | | | |
| Creators of Fashion | | | | | | | | | | | | |
| Fashion Illustration: Creating a Fashion Line | | | | | | | | | | | | |
| Fashion Retailing | | | | | | | | | | | | |

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

[illegible]

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

[illegible]

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

| THEME CODE: | | LEVEL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | 1. Introductory | | | | | | 2. Intermediate | | | | | | 3. Advanced | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

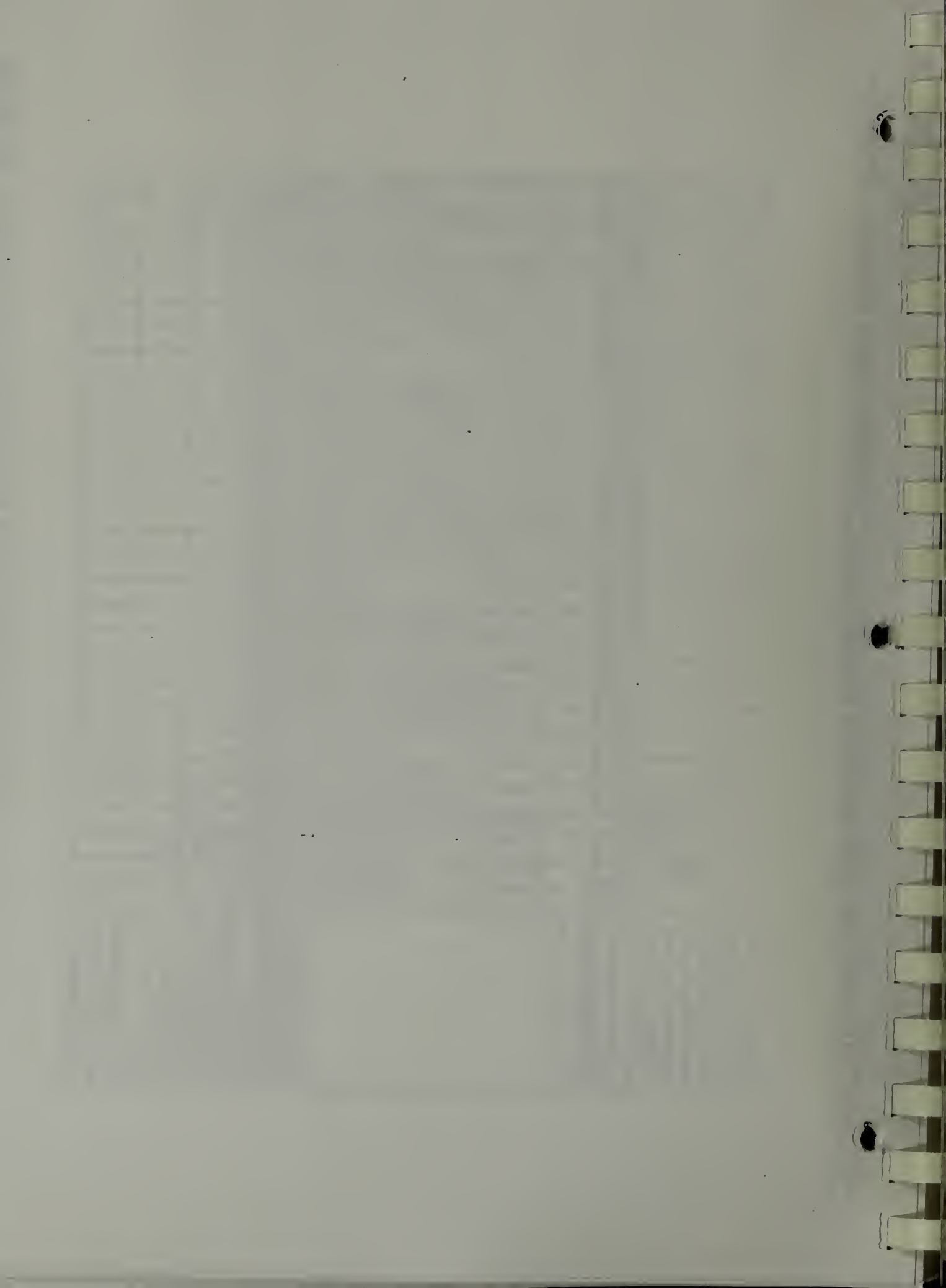
| THEME CODE: | | LEVEL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| A. Production | | 1 | | | 2 | | | 3 | | | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. Design | | 1 | | | 2 | | | 3 | | | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C. Merchandising | | 1 | | | 2 | | | 3 | | | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| THEME | | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |

| THEME CODE: | LEVEL | | | | | | | | | | | |
|--|---|---|---|-----------------|---|---|-------------|---|---|---|---|---|
| | 1. Introductory | | | 2. Intermediate | | | 3. Advanced | | | | | |
| THEME | A | A | A | A | A | A | A | A | A | A | A | C |
| Clothing for Special Needs adaptations of clothing design, construction techniques and fabrics for special physical or environmental circumstances construction and evaluation of a project suited for a special physical or environmental need | Ready, Set, Sew | | | | | | | | | | | |
| | Fun with Fashion | | | | | | | | | | | |
| | Repair & Recycle | | | | | | | | | | | |
| | Creating Home or Personal Accessories | | | | | | | | | | | |
| | Creative Yarns/Textiles | | | | | | | | | | | |
| | Creative Construction | | | | | | | | | | | |
| | Active Wear | | | | | | | | | | | |
| | Surface Embellishment | | | | | | | | | | | |
| | Discovering Specialty Fabrics | | | | | | | | | | | |
| | Sewing for Others | | | | | | | | | | | |
| | Creating Home Decor | | | | | | | | | | | |
| | Creating Accessories | | | | | | | | | | | |
| | Upholstery | | | | | | | | | | | |
| | Flat Pattern | | | | | | | | | | | |
| | Pattern Drafting: Lower Torso | | | | | | | | | | | |
| Pattern Making | Computer Drafted Patterns: Lower Torso | | | | | | | | | | | |
| | Evolution of Fashion | | | | | | | | | | | |
| | Fashion Dynamics | | | | | | | | | | | |
| | Fashion Illustration | | | | | | | | | | | |
| | Fashion Merchandising | | | | | | | | | | | |
| | Contemporary Tailoring | | | | | | | | | | | |
| | Couture | | | | | | | | | | | |
| | Cultural Fashions | | | | | | | | | | | |
| | Advanced Specialty Fabrics | | | | | | | | | | | |
| | Pattern Drafting: Upper Torso | | | | | | | | | | | |
| | Computer Drafted Patterns: Upper Torso | | | | | | | | | | | |
| | Creators of Fashion | | | | | | | | | | | |
| | Fashion Illustration: Creating a Fashion Line | | | | | | | | | | | |
| | Fashion Retailing | | | | | | | | | | | |

COURSE COMPARISON FOR FASHION STUDIES AND CLOTHING AND TEXTILES, 10, 20, 30

| THEME CODE: | LEVEL | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|-----------------|---|---|---|---|---|-------------|---|---|---|---|---|
| | 1. Introductory | | | | | | 2. Intermediate | | | | | | 3. Advanced | | | | | |
| THEME | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | C |
| basic principles of shaping fabrics using flat pattern, drafting, draping, or combination techniques | Ready, Set, Sew | | | | | | | | | | | | | | | | | |
| | Fun with Fashion | | | | | | | | | | | | | | | | | |
| | Repair & Recycle | | | | | | | | | | | | | | | | | |
| | Creating Home or Personal Accessories | | | | | | | | | | | | | | | | | |
| | Creative Yarns/Textiles | | | | | | | | | | | | | | | | | |
| | Creative Construction | | | | | | | | | | | | | | | | | |
| | Active Wear | | | | | | | | | | | | | | | | | |
| | Surface Embellishment | | | | | | | | | | | | | | | | | |
| | Discovering Specialty Fabrics | | | | | | | | | | | | | | | | | |
| | Sewing for Others | | | | | | | | | | | | | | | | | |
| concepts and principles of design, construction and management applied to a student design project | Creating Home Decor | | | | | | | | | | | | | | | | | |
| | Creating Accessories | | | | | | | | | | | | | | | | | |
| | Upholstery | | | | | | | | | | | | | | | | | |
| | Flat Pattern | X | | | | | | | | | | | | | | | | |
| | Pattern Drafting: Lower Torso | X | | | | | | | | | | | | | | | | |
| | Computer Drafted Patterns: Lower Torso | | | | | | | | | | | | | | | | | |
| | Evolution of Fashion | | | | | | | | | | | | | | | | | |
| | Fashion Dynamics | | | | | | | | | | | | | | | | | |
| | Fashion Illustration | | | | | | | | | | | | | | | | | |
| | Fashion Merchandising | | | | | | | | | | | | | | | | | |
| design and construction of a project | Contemporary Tailoring | X | | | | | | | | | | | | | | | | |
| | Couture | X | | | | | | | | | | | | | | | | |
| | Cultural Fashions | X | | | | | | | | | | | | | | | | |
| | Advanced Specialty Fabrics | | | | | | | | | | | | | | | | | |
| | Pattern Drafting: Upper Torso | X | | | | | | | | | | | | | | | | |
| | Computer Drafted Patterns: Upper Torso | | | | | | | | | | | | | | | | | |
| | Creators of Fashion | | | | | | | | | | | | | | | | | |
| | Fashion Illustration: Creating a Fashion Line | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | Fashion Retailing | | | | | | | | | | | | | | | | | |

| THEME CODE: | LEVEL | | | | | | | | | | | |
|---|---|---|---|-----------------|---|---|-------------|---|---|---|---|---|
| | 1. Introductory | | | 2. Intermediate | | | 3. Advanced | | | | | |
| THEME | A | A | A | A | A | A | A | A | A | A | A | A |
| Clothing and Culture | Ready, Set, Sew | | | | | | | | | | | |
| | Fun with Fashion | | | | | | | | | | | |
| | Repair & Recycle | | | | | | | | | | | |
| | Creating Home or Personal Accessories | | | | | | | | | | | |
| | Creative Yarns/Textiles | | | | | | | | | | | |
| | Creative Construction | | | | | | | | | | | |
| | Active Wear | | | | | | | | | | | |
| | Surface Embellishment | | | | | | | | | | | |
| | Discovering Specialty Fabrics | | | | | | | | | | | |
| | Sewing for Others | | | | | | | | | | | |
| | Creating Home Decor | | | | | | | | | | | |
| | Creating Accessories | | | | | | | | | | | |
| | Upholstery | | | | | | | | | | | |
| | Flat Pattern | | | | | | | | | | | |
| | Pattern Drafting: Lower Torso | | | | | | | | | | | |
| | Computer Drafted Patterns: Lower Torso | | | | | | | | | | | |
| research into the development and function of clothing in selected cultural and historic groups | Evolution of Fashion | | | | | | | | | | | |
| | Fashion Dynamics | | | | | | | | | | | |
| | Fashion Illustration | | | | | | | | | | | |
| | Fashion Merchandising | | | | | | | | | | | |
| | Contemporary Tailoring | | | | | | | | | | | |
| | Couture | | | | | | | | | | | |
| | Cultural Fashions | | | | | | | | | | | |
| | Advanced Specialty Fabrics | | | | | | | | | | | |
| | Pattern Drafting: Upper Torso | | | | | | | | | | | |
| | Computer Drafted Patterns: Upper Torso | | | | | | | | | | | |
| | Creators of Fashion | | | | | | | | | | | |
| | Fashion Illustration: Creating a Fashion Line | | | | | | | | | | | |
| | Fashion Retailing | | | | | | | | | | | |
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CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

| CAREER & TECHNOLOGY STUDIES | | | | MATH | | ACTIVITY |
|--|---|----------------------|---|---|--|---|
| Module | Objective/Concept | Course | Unit | Concept/Skill | | |
| FAS101 Fashion Dynamics | Illustrate the principles of design/balance, proportion, scale. Complete a personal clothing inventory. | Math 7-9 Math 7 | Ratios and Proportion Measurement Data Management | Space relationship area length width number systems and operations | | Problem solving questions/solving figure problems through illusion. Produce an inventory of one's own clothing. Cost/wearing problem solving questions. |
| FAS102 Fashion Illustration | Draw the human figure to fashion proportions. | Math 7-9 | Ratios and proportion measurement | Space relationship, number systems and operations: Addition, subtraction, division, and multiplication. | | Sketch the human body using fashion figure proportions. Do an analysis of one's own body to show comparisons. |
| FAS103 Pattern Design I | Use of a compass and measurement tools. Demonstrate flat pattern design techniques. Take measurements accurately. Adjust patterns. | Math 8-9 Math 7-9 | Geometry measurement Number systems | Radius, diameter, circumference, length, width, angles, arcs, polygons, addition subtraction, division, multiplication. | | Pattern alteration problems/shortening, problem solving design brief: Produce a pattern for a given design from measurement e.g., Skirt. |
| DES105 Computers in Design Fundamentals | Generate text and images through draw, graphics and/or cad programs. Solving simple design problems. | Math 8-9 Math 7-9 | Geometry Measurement Number systems | Radius, diameter, circumference, length, width, angles, arcs, polygons, addition, subtraction, division, multiplication. and coordinate geometry. | | Problem solving design brief: e.g., design your own fashions logo using CAD drawing tools. Produce a pattern for a sport bag using all of the given CAD tools. |
| FAS104 Sewing | Acquire familiarity with basic fabric widths. | Math 7-9 | Measurement | Lengths and widths. | | Perform a layout on two different widths of fabric to see the difference in the quantity needed/fabric utilization. |

CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

| CAREER & TECHNOLOGY STUDIES | | | | MATH | | ACTIVITY |
|--------------------------------------|---|----------------------|--|--|--|--|
| Module | Objective/Concept | Course | Unit | Concept/Skill | | |
| FAS105 Apparel Production I | Take basic measurements. Determine figure type and pattern size. Alter patterns. Pattern layout | Math 7-9 | Measurement Graphing Number systems | Lengths, widths, circumference, division addition, subtraction and multiplication | | Perform a layout, take ones' own measurements and determine the amount of fabric from the given chart on the pattern envelope. |
| FAS107 Repair and Recycle | Analyze/Financial savings. Demonstrate alterations | Math 24 Math 7-9 | Work Measurements Number systems | Statistics, lengths, widths, circumference addition and subtraction. | | Problem solving questions and perform an alteration. |
| FAS108 Yarn and Fabric Arts | Create patterns. | Math 7-9 | Measurement Number systems | Number systems and operations: addition subtraction, division, multiplication Length, width and angles. | | Produce a pattern or design for a woven wall hanging. |
| FAS202 Fashion Illustration II | Draw the human figure to fashion proportions incorporating movement. | Math 7-9 | Measurement Ratios and proportion | Proportion, number systems and operations, addition, subtraction, division and multiplication. | | Sketch the human body in fashion proportions with movement, and produce a fashion line. |
| FAS203 Pattern Design II | Use of compass and measurement tools. Taking required measurements. Demonstrate flat pattern design techniques. Adjust patterns and adding ease. | Math 8-9 Math 7-9 | Geometry measurement Number systems | Radius, diameter, circumference, angles, polygons, arcs, length, width, addition, subtraction, division, multiplication, Number systems and operations. | | Problem solving design brief: pro- duce a pattern for a given design from measurement e.g., Pant. Pattern alteration problems/chang- ing the design of a simple pattern block to a more complicated style e.g., basic pants to one with pleats or pockets etc.. |

CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

| CAREER & TECHNOLOGY STUDIES | | | | MATH | | ACTIVITY |
|--|--|----------------------|--|---|--|---|
| Module | Objective/Concept | Course | Unit | Concept/Skill | | |
| FAS204 Computer Drafted Patterns | Perform computer operations/generate images using CAD tools, measuring distances. Solve design problems. Estimate fabric requirements. | Math 8-9 Math 7-9 | geometry measurement Number systems | Radius, diameter, circumference, angles, arcs, polygons, length, width, addition, subtraction, division, multiplication, percentages, coordinate, geometry. | | Problem solving design briefs: e.g., design a garment using one of the pattern blocks from the sloper library and the CAD drawing tools. |
| FAS205 Home and Personal Accessories II | Pattern layout. | Math 7-9 | Measurement Geometry | Length, width, parallel lines, perpendicular lines, and angles. | | Perform a pattern layout. |
| FAS206 Apparel Production II | Alter patterns Adding seam allowance Pattern layout. | Math 7-9 | Measurement Number systems Geometry | Length, width, angles, number systems and operations: addition, subtraction division, and multiplication. | | Perform a pattern layout. Complete all necessary alterations on the pattern used. |
| FAS207 Specialty Fabrics I | Special pattern layout techniques. | Math 7-9 Math 8-9 | Measurement Geometry Number systems | Length, width, parallel lines, perpendicular lines, and angles. | | Perform a pattern layout on a plaid fabric making sure all of the connecting points match. |
| FAS208 Specialty Clothing I | Taking required measurements. Establish cost and price point. Adjust patterns. | Math 7-9 | Measurement Accounting Number systems | Length, width, angles, number systems and operations: addition, subtraction, multiplication and division. | | Complete a cost analysis for a product. Perform any necessary alterations. |

CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

| CAREER & TECHNOLOGY STUDIES | | | | MATH | | ACTIVITY |
|--|--|----------------------|---------------------------------------|--|--|--|
| Module | Objective/Concept | Course | Unit | Concept/Skill | | |
| FAS212 Fashion Merchandising I | Compare and contrast various merchandising policies. | Math 7-9 | Math operations Ratios and proportion | Number systems and operations, addition subtraction, multiplication and division. | | Investigate merchandising policies of stores and compare and contrast these different policies. |
| FAS302 Fashion Illustration III | Draw a human figure to proper proportions and produce a fashion line. | Math 7-9 | Ratios and proportions measurement | Proportion, number systems and operations: addition, subtraction, division and multiplication. | | Sketch the human body in a series of poses using fashion proportions. |
| FAS303 Pattern Design III | Use of compass and measurement tools. Taking measurements. Demonstrate flat pattern design techniques. Adjust patterns Adding ease to patterns | Math 8-9 Math 7-9 | Geometry measurement number systems | Radius, diameter, circumference, arcs, polygons, length, width, number systems and operations: addition, subtraction, division and multiplication. | | Problem solving design briefs: Produce a pattern for a given design from measurement e.g. jacket. Pattern alteration problems/changing the design of a simple pattern block to a more complicated style e.g., basic jacket to a stylized one. |
| FAS304 Computer Drafted Patterns II | Perform computer operations. Grading pattern blocks. Estimating fabric requirements. Solve design problems | Math 8-9 Math 7-9 | Geometry Measurement Number systems | Radius, diameter, circumference, arcs, polygons, length, width, addition, division Subtraction, multiplication, and coordinate geometry. | | Problem solving design briefs: Grade a pattern to its adjoining sizes. Create patterns for an entire design line. Estimate fabric requirements for these patterns. |
| FAS307 Upholstery | Estimate the costs of materials and time involved. Draft a pattern | Math 24 Math 7-9 | Work Measurement Number systems | Number systems and operations: addition, subtraction, multiplication and division. | | Complete a cost analysis for a product. |

CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

| CAREER & TECHNOLOGY STUDIES | | | MATH | | ACTIVITY |
|--|---|-------------------------------|--|---|---|
| Module | Objective/Concept | Course | Unit | Concept/Skill | |
| FAS308 Apparel Production III | Make alterations | Math 7-9 | Measurements Number systems | Number systems and operations: division addition, subtraction and multiplication. | Complete all necessary alterations on the patterns used. Perform a pattern layout. |
| FAS310 Computer Production Techniques | Analyze computer aided programs capabilities for: accounting and inventory control | Math 24 Math 7-9 | Number systems Cost of independence | Number systems and operations: division addition, subtraction and multiplication. | Produce a spread sheet for the costs in running the school fash- ion show. Produce a computerized inventory for the classroom. |
| FAS311 Specialty Fabrics II | Special pattern layout techniques. | Math 8-9 | Measurement | Length, width, angles, parallel lines and perpendicular lines. | Perform a pattern layout on the specialty fabric. |
| FAS 312 Specialty Clothing II | Alter patterns Layout Calculate the cost | Math 7-9 | Measurement Accounting Number systems | Number systems and operations: division addition, subtraction and multiplication. | Complete a cost analysis for the garment. Complete all necessary alterations. |
| FAS313 Business of Fashion | Examine the significance of the fashion industry to economy Consumer expenditure Number of people employed. Amount of wages and salaries paid. Jobs created. Analyze marketing activities. Explain the factors that determine price range. Outline price ranges. Outline the fashion timetable into seasonal lines | Math 7-9 Math 24 Math 9 | Work Data Management Banking Algebra | Statistics, variables, inequalities, graphing linear equations, number systems and operations: addition, subtraction, division, and multiplication. Consumer credit and credit cards. | Examine graphs explaining the growth of the fashion industry. Examine the variables that make up the price of a given product in the store. |

CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

| CAREER & TECHNOLOGY STUDIES | | MATH | | ACTIVITY |
|--|--|-------------------------------|--|---|
| Module | Objective/Concept | Course | Unit | Concept/Skill |
| FAS314 Fashion Merchandising II | Explain retailing terms. Mark ups, mark downs, odd figure pricing, loss leaders, basic stock, odd lots and purchase orders | Math 7-9 Math 24 Math 9 | Cost of independence Number systems Ratios and proportions Banking | Number systems and operations: division addition, subtraction and multiplication. Consumer credit and credit cards. |
| | | | | Problems involving the figuring out of the cost of credit to particu- lar stores and credit card compa- nies. |

FASHION STUDIES

| CAREER & TECHNOLOGY STUDIES | | SCIENCE | | | ACTIVITY | |
|-----------------------------|--|---------|------------------------------|---------------------|--|--|
| Module | Module Learner Expectations | Crs | Unit | Concept/Skill | | |
| FAS106 | . characteristics of common fibre, natural and synthetic | Sc 8 | Consumer Product Testing | Concept #3 | . testing of fibres . building of molecule models | |
| | | Sc 24 | Materials and Products | Concepts 2, 3 and 4 | . perform synthesizing experiments | |
| | | Sc 26 | Using Materials and Products | Concepts 2, 3, 4, 5 | | |
| | | | | | | |

CAREER AND TECHNOLOGY STUDIES/SCIENCE OBJECTIVE MATCH

FASHION STUDIES (CONT'D)

| CAREER & TECHNOLOGY STUDIES | | SCIENCE | | | ACTIVITY |
|-----------------------------|---|-----------|---|---------------------|--|
| Module | Module Learner Expectations | Crs | Unit | Concept/Skill | |
| FAS207 | . effects of bleach and cleaning agents on fibres | Sc 9 | Chemical Properties and Changes | Concept 1, 2, 7 | . testing and observing reactions of oxidizing agents |
| | | Sc 14 | Household Science | Concepts 2, 3, 5, 9 | |
| | | Sc. 16 | Using Materials and Products | Concept 1, 3; 7 | . give examples of each, observe the effects. |
| | | Sc 24 | Materials We Use | Concept 4.1-4 | |
| | | Ch 20 | Matter as Solutions, Acids, Vases and Gases | Concept 1.3 | . provide samples of home products . explain risk tactics to ecosystem. |

| Occupation Profile | NOC/POP | A | B | C | D |
|--|---------|---|---|---|---|
| Display Designer/Visual Merchandiser | POP | ✓ | | ✓ | |
| Dry Cleaning and Laundry Occupations | BOTH | ✓ | | | |
| Dry Cleaning and Laundry Supervisors | POP | ✓ | | | |
| Fabric, Fur and Leather Cutters | NOC | ✓ | | | |
| Fashion Designer | POP | ✓ | | ✓ | ✓ |
| Hide and Pelt Processing Workers | NOC | ✓ | | | |
| Image, Social and Other Personal Consultants | NOC | ✓ | | ✓ | |
| Industrial Engineering and Manufacturing Technologists and Technicians | NOC | | | ✓ | |
| Inspectors and Testers, Fabric, Fur and Leather Products Manufacturing | NOC | ✓ | | | |
| Ironing, Pressing and Finishing Occupations | NOC | ✓ | | | |
| Jewellers, Watch Repairers and Related Occupations | NOC | ✓ | | ✓ | |
| Labourers in Textile Processing | NOC | ✓ | | | |
| Manufacturing Managers | NOC | | | ✓ | ✓ |
| Model | POP | ✓ | | | |
| Other Labourers in Processing, Manufacturing and Utilities | NOC | ✓ | | | |
| Other Professional Engineers | NOC | | | | ✓ |
| Patternmakers - Textile, Leather and Fur Products | NOC | ✓ | | ✓ | |
| Retail and Wholesale Buyers | NOC | ✓ | | ✓ | ✓ |
| Retail Salespersons and Sales Clerks | BOTH | ✓ | | | |
| Retail Trade Managers | NOC | ✓ | | ✓ | ✓ |
| Sewing Machine Operators | NOC | ✓ | | | |
| Shoe Repairers and Leatherworkers | BOTH | ✓ | | ✓ | |
| Supervisors, Fabric, Fur and Leather Products Manufacturing | NOC | ✓ | | | |
| Supervisor, Textile Processing | NOC | ✓ | | ✓ | |
| Tailors, Dressmakers, Furriers and Milliners | BOTH | ✓ | | | |
| Textile Dyeing and Finishing Machine Operators | NOC | ✓ | | | |
| Textile Fibre and Yarn Preparation Machine Operators | NOC | ✓ | | | |
| Textile Inspectors, Graders and Samplers | NOC | ✓ | | | |
| Theatre, Fashion, Exhibit and Other Creative Designers | NOC | | | ✓ | ✓ |
| Weavers, Knitters and Other Fabric Making Occupations | NOC | ✓ | | | |

: High School Education
 B: Apprenticeship

C: College or Vocational Education
 D: University

FASHION STUDIES

| | Public Colleges | | | | | | | | | | | | Tech. Institute | | Universities | | Vocational Colleges | | | | | | | | | | | | |
|--|------------------------|------------------|---------------------------------|---------------------------------|----------------|------------------|------------------------------|----------------------|---------------------|--------------|------------------|----------------------|-----------------|------------------------------|------------------------|-------------------|---------------------|--------------------------------|------|------|--------------|-------------------|-----------------------|-----------------------|--------------------------|---------------|----------------|--------------------|-------------------------|
| | Alberta College of Art | Fairview College | Grande Prairie Regional College | Grant MacEwan Community College | Keyano College | Lakeland College | Leithridge Community College | Medicine Hat College | Mount Royal College | Olds College | Red Deer College | Apprenticeship Trade | Alberta College | Augustana University College | Canadian Union College | Concordia College | King's College, The | North American Baptist College | NAIT | SAIT | Banff Centre | Albion University | University of Alberta | University of Calgary | University of Lethbridge | AVC - Calgary | AVC - Edmonton | AVC - Lac La Biche | AVC - Lesser Slave Lake |
| Interior Design Technology | D 4 y | | CD 2t | | CD 2t | D | | | D 1t | | D 2 t | | | | | | | | D | | V | | | | | | | | |
| Art/Art History/Visual Arts (textiles) | | | D 2t | | | | | 2t | | | | | B | V | | | | 2t | | | V | | BM | BM | | | | | |
| Textile Conservation and Curatorship | | | | | | | | | | | | | | | | | | | | | | | D | | | | | | |
| Theatre Production & Design Arts | | | | | | | | | | | | | | | | | | | | | V | | B | | | | | | |
| Fashion Design & Merchandising/Production/Tailoring | | | | | | | | | | D | | | | | | | | | VC | | | | | | | | | C | |
| Home Economics (degree program with specialization in Clothing & Textiles) | | | | | | | | | | | | | | | | | | | | | | | BM | | | | | | |

Code:

B Bachelor's Degree
M Master's Degree
PhD Doctoral Degree
(1 year or less)
C Certificate
D Diploma (2 years)

V Varies
1i One-year transfer
2i Two-year transfer
w weeks
m months
y years

This chart was adapted from *It's About Time: to start thinking about your future.*
(1993-94, published by Alberta Advanced Education & Career Development Education).

CAREER & TECHNOLOGY STUDIES

FASHION STUDIES

LEARNING RESOURCE GUIDE

INTERIM 1995
(SEPTEMBER 1995 - SEPTEMBER 1997)

Alberta
EDUCATION

MAY 1995

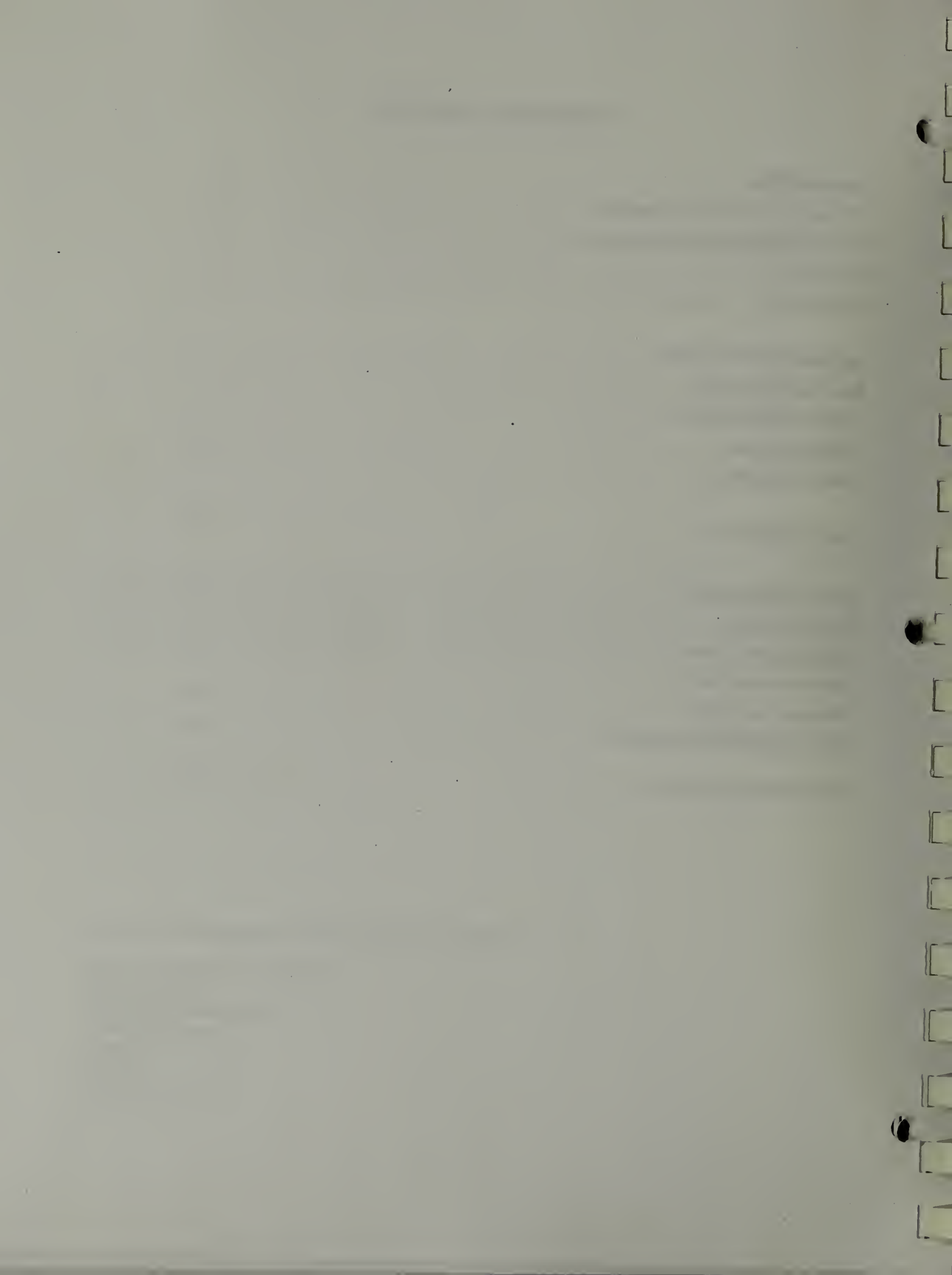
CURRICULUM STANDARDS BRANCH

Comments and suggestions are welcome and should be directed to:

Career and Technology Studies Unit
Alberta Education
Curriculum Standards Branch
11160 Jasper Avenue
Edmonton, AB
T5K 0L2
Telephone: 422-4872
Fax: 422-5129

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and non-print resources are available. Learning resources identified for CTS strands include print, software, interactive videos, manipulatives, student learning guides and tutorials.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new Fashion Studies curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
 - basic learning resources
 - support learning resources
 - teaching resources
- Other Resources
- Additional Sources.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the 11-video Career and Technology Studies series produced by ACCESS Network. Full information is provided in the appropriate section of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a correlation to the Fashion Studies modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

| Distributor Code | Resources | | Levels/Mod. No. | | |
|------------------|---------------------------|--------|-----------------|-----|-----|
| | | | 1 | 2 | 3 |
| ATEC | Title | Author | 101 | 201 | 301 |
| | Bibliographic Information | | | | |
| | Annotation | | | | |

1 = Introductory
2 = Intermediate
3 = Advanced
Indicates module number

Distributor Code - see Distributor Directory

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 - 142 Street
Edmonton, AB
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Purchase order numbers have been provided (where possible) for resources available through the LRDC. The section on Additional Sources lists a variety of other places to find information related to this strand. In addition, at the back of this document is a Distributor Directory, which contains the name and address of each publisher/distributor referred to in the resource list. Note that in some cases a resource may be published by one company but distributed through another.

The information contained is as complete and accurate as possible.

RESOURCE POLICY

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit
Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB
T5K 0L2
Telephone: 422-4872
Fax: 422-5129

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Fashion Studies curriculum. A curriculum correlation appears in the right-hand column.

| Distributor Code | Resources | Levels/Module No. | | |
|------------------|---|-------------------|------------|-----|
| | | 1 | 2 | 3 |
| LRDC | <i>Clothing: Fashion, Fabrics, Construction.</i> (2nd edition.) Jeannette Weber. Don Mills, ON: Glencoe/Macmillan, 1990. Text. This 480-page text provides a comprehensive coverage of clothing/apparel: history, culture, family needs, fabrics, fabric care, consumer aspects and issues in the fashion industry. A Student Workbook and Teacher's Resource are available. | 103 | 201 | 304 |
| | | 104 | 207 | 306 |
| | | 105 | 208 | 309 |
| | | | 209 211 | |
| MGH | <i>Drawing Fashion.</i> Bill Thames. Mission Hills, CA: McGraw Hill, 1993. Provides step-by-step procedures to illustrate fashion. Organized into three parts: the figure, the garment and the fabric. The proportions of the male and female fashion figures (as per industry standard) and the changing proportions of children's figures from toddler to adolescents are included. The techniques for drawing garments and for rendering fabrics are clearly explained in detail. The conclusion includes a description of portfolio presentation and a glossary of terms. This book would be useful to both the novice and the experienced person interested in fashion illustration. A Teacher's Manual is available. | | 202 | 301 |
| | | | | |
| IRW | <i>Fashion.</i> Mary Wolfe. Condord, ON: Irwin Publishing Inc., 1993. Includes information on clothing design and selection, textiles, the apparel industry and fashion careers. The information is presented in an easy-to-read format and is well illustrated. Instructor's Manual provides suggestions for presenting the concepts with individual and group activities. Evaluation techniques and tools are included. A Student Activity Guide is available. | 103 | 201 | 302 |
| | | 104 | 202 | 303 |
| | | 107 | 203 | 304 |
| | | | 204 | 306 |
| | | | 205 | 307 |
| | | | 206 | 308 |
| | | | 207 | 309 |
| | | | 208 | 314 |
| | | | 209 | |
| | | | 210 | |
| | | | 211 | |
| | | | 212 | |
| | | | 214 | |
| | | | 215 | |
| | | | 216 | |

Basic Learning Resources (Cont'd.)

| Distributor Code | Resources | Levels/Module No. | | |
|------------------|--|-------------------|-----|-----|
| | | 1 | 2 | 3 |
| FAI | <p><i>Guide to Producing a Fashion Show.</i> Judith Everett and Kristen Swanson. New York, NY: Fairchild Books and Visuals, 1993.</p> <p>This book is a "behind the scenes" comprehensive guide to planning, promoting and presenting the fashion show. It also gives much career information and explores the value of a fashion show as a promotional tool. A 40 page soft cover Instructor's Guide is available and upon request is complementary when purchasing the text.</p> | | | 306 |
| | | | | 307 |
| | | | | 314 |
| MAX | <p><i>Inside the Fashion Business.</i> Jeannette Jarnow and Miriam Guerreiro. Don Mills, ON: Maxwell Macmillan Canada, 1993.</p> <p>This 568 page text provides a comprehensive coverage of the various aspects of the fashion industry - the design, production, and marketing of men's, women's, and children's apparel and accessories. The content is based on specific fashion industry segments explaining relevant concepts and terminology. The statistics and Associations referenced are American and would have to be supplemented with Canadian information. There is an accompanying Instructor's Manual with suggested activities and test questions and answers.</p> | | 214 | 314 |
| RAN | <p><i>Singer Reference Library Series.</i> Mississauga, ON: Random House, dates vary.</p> <p>Series consists of <i>Creating Fashion Accessories</i>, <i>Creative Sewing Ideas</i>, <i>Decorative Machine Stitching</i>, <i>More Creative Sewing Ideas</i>, <i>More Sewing for Home</i>, <i>Quick and Easy Sewing Projects</i>, <i>Quilt Projects by Machine</i>, <i>Quilting by Machine</i>, <i>Sewing Essentials</i>, <i>Sewing for Children</i>, <i>Sewing for Special Occasions</i>, <i>Sewing for Style</i>, <i>Sewing for the Home</i>, <i>Sewing Lingerie</i>, <i>Sewing Pants that Fit</i>, <i>Sewing Projects for the Home</i>, <i>Sewing Specialty Fabrics</i>, <i>Sewing with an Overlock</i>, <i>Timesaving Sewing</i>.</p> | 103 | 205 | 306 |
| | | 104 | 206 | 308 |
| | | 105 | 207 | |
| | | 106 | 208 | |
| | | 107 | 209 | |
| | | | 210 | |
| | | | 211 | |
| | | | 212 | |
| | | | 215 | |
| | | | | |

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

| Distributor Code | Resources | Levels/Module No. | | |
|------------------|---|-------------------|-------------------|------------|
| | | 1 | 2 | 3 |
| FAI | <p><i>Advanced Fashion Sketch Book</i>. Bina Albing. New York, NY: Fairchild Books and Visuals, 1991.</p> <p>Provides step-by-step instructions for the more advanced student of fashion sketching. The focus is on fashion illustration, design details and rendering techniques. The Layout section shows how to place, group and exhibit figures for visual impact. The Line, Marker and Wash sections provides the reader with information on developing their own personal style. The Style section contains sketches by ten different artists with comments on the style of each.</p> | | 202 205 206 | 301 |
| FAI | <p><i>Basic Pattern Skills for Fashion Design</i>. Bernard Zankoff and Jeanne Price. New York, NY: Fairchild Books and Visuals, 1987.</p> <p>This book presents methods for creating an original design through the use of basic flat pattern techniques. Clear illustrations and explanations are provided for a series of basic flat pattern designs applied to bodices, collars, sleeves and skirts. However, as an American text the measurements are imperial not metric.</p> | | 205 206 | 303 |
| FAI | <p><i>Business of Sewing, The: How to Start, Maintain and Achieve Success</i>. (2nd edition.) Barbara Wright Sykes. New York, NY: Fairchild Books and Visuals, 1992.</p> <p>A pocketbook with a wealth of information, sample charts and forms to set up custom sewing business. Encourages love of sewing into a business with profit. The author does sewing consulting work, owns "Elegance in Vogue" Stores, and is an outstanding teacher award recipient. She gives advice on organizing, marketing, managing, developing a business plan, obtaining funds, determines pricing, maintaining a professional manner and solving problems. Contains a detailed bibliography, resource guide of print pattern companies, notions, software wholesale distributors, and more. For production and business merchandising study.</p> | | 214 | |
| CAD | <p><i>CADTERNS: An A Line Skirt from Start to Finish</i>. White Rock, BC: CADTERNS Custom Clothing Inc., 1992.</p> <p>Cadterns (Lab Pack) provides the software for drafting custom slopers for skirt, pant, bodice, blouse and sheath. A Windows version is also available and Beta Release is under constant review. This program contains on-line help and an on-line tutorial exercise. It requires a companion program such as Auto (H), AutoSketch, PC PAT to function as a computer assisted pattern making system.</p> | | 203 205 | 302 303 |

Support Learning Resources (Cont'd.)

| Distributor Code | Resources | Levels/Module No. | | |
|------------------|---|-------------------|--------------------------|-----|
| | | 1 | 2 | 3 |
| ACC | <p><i>Career and Technology Studies: Key Concepts.</i> Edmonton, AB: ACCESS Network.</p> <p>Series of videos and utilization guides relevant to all CTS strands. Series consists of <i>Anatomy of a Plan, Creativity, Electronic Communication, The Ethics Jungle, Go Figure, Innovation, Making Ethical Decisions, Portfolios, Professionalism, Project Planning, Responsibility and Technical Writing.</i></p> | all | all | all |
| FAI | <p><i>Classic Tailoring Techniques: A Construction Guide for Men's Wear.</i> Roberto Cabrera and Patricia Flaherty Meyers. New York, NY: Fairchild Books and Visuals, 1983.</p> <p>A detailed guide to the construction of men's wear, specifically jackets, pants and vests. This book examines patternmaking for each garment including how to measure, the muslin fitting, and adjusting the pattern. Construction of each item is covered in depth - from layout and cutting of fabric through to the final pressing of the finished garment. It provides information on basic alterations, tailoring supplies and hand stitches used in tailoring. Both imperial and metric measures are included.</p> | | | 304 |
| FAI | <p><i>Classic Tailoring Techniques: A Construction Guide for Women's Wear.</i> Roberto Cabrera and Patricia Flaherty Meyers. New York, NY: Fairchild Books and Visuals, 1984.</p> <p>A detailed guide to the construction of women's wear, specifically jackets, skirts, and pants. This book examines patternmaking for each garment including how to measure, the muslin fitting, and adjusting the pattern. Construction of each item is covered in depth - from layout and cutting of fabric through to the final pressing of the finished garment. It provides information on basic alterations, tailoring supplies and hand stitches used in tailoring. Both imperial and metric measures are included.</p> | | | 304 |
| REA | <p><i>Complete Guide to Needlework.</i> Pleasantville, NY: Reader's Digest Association, 1979.</p> <p>Technical text with excellent illustrated method steps to produce a variety of needlework. Contents include embroidery, needlepoint, knitting, appliqué, quilting, patchwork, macramé, crochet, rug making, and lace work. No content on historical aspects of arts, or cultural variety.</p> | 105 106 107 | 210 212 | |
| REA | <p><i>Complete Guide to Sewing.</i> Pleasantville, NY: Reader's Digest Association, 1979.</p> <p>This 582 page reference book is timeless. It includes basic information on sewing tools, supplies, sewing machine and the sewing area. Illustrations, descriptions and directions are provided on pattern, fabrics, cutting, fitting and sewing techniques. Content includes sewing garments for women, men and children as well as sewing for the home and sewing accessories.</p> | 103 104 105 | 207 208 209 211 | |

Support Learning Resources (Cont'd.)

| Distributor Code | Resources | Levels/Module No. | | |
|------------------|---|--------------------------|---|---------------------------------|
| | | 1 | 2 | 3 |
| MAX | <p><i>Fashion Merchandising: An Introduction.</i> (5th edition.) Elaine Stone. Don Mills, ON: Maxwell Macmillan Canada, 1990.</p> <p>This text provides an introduction to the concepts, practices and careers in the merchandising of fashion. The content is presented in an easy to read format, however the pictures are black and white not color. The text is organized into four units: The Dynamics of Fashion, The Producers of Fashion, The Markets for Fashion and The Merchandising of Fashion. Four appendices provide information on career opportunities in the fashion business. There is an Instructor's Manual available at no cost. It includes teaching suggestions and assignments as well as a test bank.</p> | | 201 204 214 | 314 |
| NEL | <p><i>Fashion Retailing.</i> Ellen Diamond. Toronto, ON: Nelson Publishing Canada, 1993.</p> <p>Explores the many facets of fashion retailing from traditional to current innovative concepts. Each chapter features learning objectives, highlights of chapter, discussion questions, two case problems and investigative activities. An appendix on terms and one on specific job opportunities and preparation for entering this career field. Focus is on specific proven companies in the U.S. and some international, and a section per chapter on small store applications. There are eight colour photo pages and a few black and white photos. U.S. resource. An Instructor's Manual is available with key and test bank for each chapter.</p> | | 214 216 | 306 307 308 314 |
| FAI | <p><i>Fashion Sketch Book.</i> (2nd edition.) Bina Albing. New York, NY: Fairchild Books and Visuals, 1995.</p> <p>Provides a practical approach for drawing the fashion figure with an explanation of proportions, form, structure and balance. Part one covers figure basics and part two covers garment details. This edition includes figures and fashions for men, women and children (including baby, toddler, child and pre-teen categories). Clear and precise instructions make this text a suitable resource for the novice fashion illustrator.</p> | | 202 | 301 |
| FAI | <p><i>Fundamentals of Men's Fashion Design: A Guide to Casual Clothes.</i> (2nd edition.) Edmund Roberts and Gary Onishenko. New York, NY: Fairchild Books and Visuals, 1985.</p> <p>This text provides clear illustrations and simplified drafting and design methods for men's casual clothes. Casual garments include shirts, geometrics, pants, outerwear, jackets, sweaters and knitwear. However, as an American text the measurements are imperial not metric.</p> | 103 104 105 106 | 207 208 209 210 211 212 215 | 304 306 307 308 309 |

Support Learning Resources (Cont'd.)

| Distributor Code | Resources | Levels/Module No. | | |
|------------------|--|-------------------|-----|------------|
| | | 1 | 2 | 3 |
| FAI | <p><i>How to Draft Basic Patterns.</i> (4th edition.) Ernestine Kopp, et al. New York, NY: Fairchild Books and Visuals, 1991.</p> <p>This text provides the principles and instructions for drafting slopers for sleeves, waists, skirts, dresses, capes caftans and jumpsuits. Illustrations include imperial measurements with a metric conversion chart provided at the end of the book.</p> | | 204 | 307 308 |
| IRW | <p><i>In Style - 100 Years of Canadian Women's Fashion.</i> Caroline Routh. Concord, ON: Irwin Publishing Inc., 1993.</p> <p>Addresses the significance of dress and fashion as part of Canada's cultural past. The author has examined and researched garments from our past and has presented a lively chronicle of women's dress in the century that saw Canada become a nation. The author has included many excellent illustrations representing high fashion everyday wear, formal, informal, outdoor and recreational dress organized by the decades of Canadian fashion.</p> | | 204 | 307 308 |
| STR | <p><i>PC Patterns: Ver. 2.0 I CAD....Can You?</i> Isabelle Lott and George Lott, Jr. East Grand Rapids, MI: Pattern Work, 1993.</p> <p>PC Pattern Program with sloper library and users guide is a design tool to allow and to help students explore pattern drafting and to create clothing designs of their own. The pattern created can be sized into many sizes (graded), embellished. Fabric yardages and layouts can be calculated. Full size patterns with all average symbols can be printed for student use with the appropriate equipment</p> | | 203 | 302 |
| FAI | <p><i>Visual Merchandising and Display.</i> (2nd edition.) Martin Pegler. New York, NY: Fairchild Books and Visuals, 1991.</p> <p>Includes information on store windows and exteriors, lighting, line and composition, coloured texture, mannequins and dimensional forms, fixtures masking and proscenia, furniture props, sale ideas, signage, point-of-purchase display, trade shows and fashion shows. Instructor's guide provides assignments, projects and classroom activities which encourage creative thinking and visualizing for merchandising and display.</p> | | 214 | |

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

| Distributor Code | Resources | Levels/Module No. | | |
|------------------|--|-------------------|---------------------------------|--------------------------|
| | | 1 | 2 | 3 |
| GLE | <p><i>Clothing: Fashion, Fabrics, Construction.</i> (2nd edition.) Don Mills, ON: Glencoe/Macmillan, 1990. Teacher's Resource Book.</p> <p>See Basic Learning Resources for annotation and module correlation.</p> | | | |
| FAI | <p><i>Evaluating Apparel Quality.</i> (2nd edition.) Anita Stamper, et al. New York, NY: Fairchild Books and Visuals, 1991.</p> <p>Gives a brief history and overview of the apparel manufacturing industry and then concentrates on the industry standards for quality. This text is extremely comprehensive and would be a useful reference for the instructor as well as senior students involved in research assignments. The Instructor's Guide suggests projects, discussion questions and teaching strategies upon request; it is complementary when purchasing the textbook.</p> | 103 104 105 | 201 207 208 209 211 | 304 306 308 309 |
| MAX | <p><i>Fashion Merchandising: An Introduction.</i> (5th edition.) Elaine Stone. Don Mills, ON: Maxwell Macmillan Canada, 1990.</p> <p>See Support Learning Resources for annotation and module correlation.</p> | | | |
| IRW | <p><i>Fashion.</i> Mary Wolfe. Concord, ON: Irwin Publishing Inc., 1993.</p> <p>See Basic Learning Resources for annotation and module correlation.</p> | | | |
| FAI | <p><i>Guide to Producing a Fashion Show.</i> Judith Everett and Kristen Swanson. New York, NY: Fairchild Books and Visuals, 1993.</p> <p>See Basic Learning Resources for annotation and module correlation.</p> | | | |
| MAX | <p><i>Inside the Fashion Business.</i> Jeannette Jarnow and Miriam Guerreiro. Don Mills, ON: Maxwell Macmillan Canada, 1991.</p> <p>See Basic Learning Resources for annotation and module correlation.</p> | | | |
| OXF | <p><i>Metric Pattern Cutting for Menswear.</i> Winifred Aldrich. Don Mills, ON: Oxford University Press, 1990.</p> <p>This 144 page advanced level text provides a flexible system of pattern cutting for menswear. It includes the traditional classic suit block and basic shirt blocks but concentrates on illustrating pattern adaptations. The book includes a section on unisex sportswear and a chapter on computer aided design (CAD). Metric measures are used throughout.</p> | | 203 206 | 302 303 |

Teaching Resources (Cont'd.)

| Distributor Code | Resources | Levels/Module No. | | |
|------------------|---|-------------------|-----|-----|
| | | 1 | 2 | 3 |
| PRE | <p><i>Retailing in Canada</i>. D. Wesley and William Basztyk. Scarborough, ON: Prentice Hall Canada Inc. , 1993.</p> <p>Detailed technical text profiling more than 30 Canadian businesses to show how retailers apply the practical concepts in actuality. Contents on concepts of consumer behaviour, merchandising, retail operations technology, financial management, human resources management, and chapters have objectives, key terms, summaries and review discussion questions. Three pages of mini colour photos. Good current spotlights, e.g., MM Marvelous Muffins, Simpsons and Bay mergers. Specific to career study, and Fashion Merchandising modules.</p> | | 214 | 314 |
| FAI | <p><i>Visual Merchandising and Display</i>. (2nd edition.) Martin Pegler. New York, NY: Fairchild Books and Visuals, 1991.</p> <p>See Support Learning Resources for annotation and module correlation.</p> | | 214 | |

FASHION STUDIES RESOURCES

THEME CODE:
A: Production
B: Design
C: Merchandising

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teacher

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JUNIOR/SENIOR HIGH CODE:
J - Junior High
S - Senior High

[illegible]

FASHION STUDIES RESOURCES

THEME CODE:

A Production

B: Design

C: Merchandising

FORMAT CODE:

p -Prf

v - Video

s - Software

STATUS CODE:

B - Basic

S - Support

T-Teacher

LEVEL CODE:

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JUNIOR/SENIOR HIGH CODE:

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[illegible]

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[illegible]

FASHION STUDIES RESOURCES

C: Merchandising

s - Software

T-Teacher

3 - Advanced

S - Senior High

[illegible]

JUNIOR/SENIOR HIGH CODE:
J - Junior High
S - Senior High

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

STATUS CODE:
B - Basic
S - Support
T - Teacher

FORMAT CODE:
p - Print
v - Video
s - Software

THEME CODE:
A: Production
B: Design
C: Merchandising

[illegible]

OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

| Distributor Code | Resources |
|------------------|---|
| GLP | <p><i>Burda: A World of Fashion</i>. Englewood Cliffs, NJ: German Languages Publications Inc.</p> <p>Periodical published quarterly.</p> |
| GLP | <p><i>Burda: Miss B</i>. Englewood Cliffs, NJ: German Languages Publications Inc.</p> <p>Periodical published quarterly.</p> |
| DDD | <p><i>Designers: The Newsletter of the Design Division, Canadian Apparel Federation</i>. Toronto, ON: Designews, Design Division.</p> <p>Newsletter published bi-monthly.</p> |
| PJS | <p><i>SewNews: The Fashion Magazine for People Who Sew</i>. Peoria, IL: PJS Publications Inc.</p> <p>Magazine published monthly.</p> |
| SCI | <p><i>Style: Canada's Fashion News</i>. Toronto, ON: Style Communications Inc.</p> |
| TTP | <p><i>Threads</i>. Newton, CT: The Taunton Press.</p> <p>Periodical.</p> |
| FAI | <p><i>Women's Wear Daily</i>. New York, NY: Fairchild Books.</p> <p>Magazine, Buyer's Guide.</p> |

ADDITIONAL SOURCES

Available to Fashion Studies teachers both locally and provincially, are many sources of information that can be used to enhance Career and Technology Studies. These sources are available through the community, government agencies, resource centres and organizations. Some of these sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources in the community to consider:

TEACHER-LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content.

Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education Sources section.

ALBERTA EDUCATION SOURCES

The following monographs are available for purchase from:

Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, AB
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991

This document looks at the whole child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988

This document focuses on the student as a social being. It looks at the student's affective or emotional growth and examines moral development. These three domains make up the social sphere.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988

This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

- *Students' Thinking: Developmental Framework Cognitive Domain*, 1987

This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990

This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

OTHER GOVERNMENT SOURCES

ACCESS Network

ACCESS Network offers a variety of resource and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS Network audio and video library tapes copied.

ACCESS Network publishes a listing of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the Career and Technology Studies videos that are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this Guide. The videos and accompanying support material can be obtained from:

ACCESS Network
3720 - 76 Avenue
Edmonton, AB
T5B 2N6
Telephone: 440-7777 (in Edmonton)
1-800-352-8293
(outside Edmonton)

Alberta Agriculture

Rm 100A, J.G. O'Donoghue Bldg
7000 - 113 Street
Edmonton, AB
T6H 5T6
Telephone: (403) 427-0391
Fax: (403) 427-2861

- Booklets
- Pamphlets

Alberta Economic Development and Tourism

5th Floor, 10155 - 102 Street
Edmonton AB
T5J 4L5
Telephone: (403) 427-4957
Fax: (403) 427-0610

- Library
- Reference books
- Periodicals

Alberta Economic Development & Tourism

Industry Development Branch
12th Floor, 10155 - 102 Street
Edmonton AB
T5J 4L6
Telephone: (403) 427-6504
Fax: (403) 427-5924

- Apparel, Clothing & Textiles and Sewn Products

Alberta Economic Development & Tourism Small Business & Tourism Development Div.

12th Floor, 10155 - 102 Street
Edmonton AB
T5J 4L5
Telephone: (403) 426-3685
Fax: (403)

- Clothing Manufacturers
- Men's Clothing Stores
- Women's Clothing Stores
- Children's Clothing Stores

Alberta Museums Association

9829 - 103 Street
Edmonton AB
T5K 0X9
Telephone: (403) 424-2626
Fax: (403) 424-1679
Internet: ama@freenet.Edmonton.AB.CA

Consumer & Corporate Affairs**Pamphlet:**

- Labels Tell the Fabric Story
- Follow The Signs

Provincial Museum of Alberta

12845 - 102 Avenue
Edmonton AB
T5N 0M6
Telephone: 453-9133
Fax: 454-6629

- The Provincial Museum of Alberta's classroom program is presented by a museum interpreter, and is available to schools in the Edmonton area. The program examines fashion as an art form which reflects changing social and political patterns. The program includes a slide show on fashion from Elizabeth I to the 1930s and a fashion show highlighting fashion from the past 100 years. For more information call the Museum booking office at 453-9131.

**Investment Promotion and Services Group
Investment Canada**

P.O. Box 2800, Stn D.
Ottawa ON
K1P 6A5
Telephone: (613) 995-0465
Fax: (613) 996-2515

- The Canadian Apparel Industry, Report 1991
- Periodicals
- Tradeshow
- Associations

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Fashion Studies. For a listing of NFB films and videotapes indexed by title, subject and director, or for rental or purchase of NFB films and videotapes, call 1-800-267-7710 (toll-free).

Educational Marketing Officers in Calgary and Edmonton are available, province wide, for

workshops, conferences, professional development days and similar activities. For northern Alberta and the Northwest Territories, the Educational Marketing Officer can be reached at 495-3012 (fax, 4956412). For southern Alberta, contact the Educational Marketing Officer at 292-5411 (fax, 292-5458).

ACCESS Network and some school boards have acquired duplication rights to some NFB videotapes. Please consult the relevant catalogues in your school or school district.

The Calgary Public Library has a selection of NFB films and videotapes that can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library
Films and Recordings Department
616 Macleod Trail SE
Calgary, AB
T2G 2M2
Telephone: 260-2781

Resource Centres**Urban Resource Centres**

Calgary Board of Education
Supervisor, Education Media
3610 - 9 Street SE
Calgary, AB
Telephone: 294-8540
Fax: 287-9739

Calgary Separate School Board
Supervisor, Instructional Materials
1000 - 5 Avenue SW
Calgary, AB
T2P 4T9
Telephone: 246-6663
Fax: 249-3054

County of Strathcona
Director, Learning Resource Service
2001 Sherwood Drive
Sherwood Park, AB
T8A 3W7

Edmonton Public School Board
Learning Resource Consultant
Centre for Education
One Kingsway Avenue
Edmonton, AB
T5H 4G9
Telephone: 429-8320
Fax: 429-8313

Lakeland School District No. 5460
Area Superintendent
Postal Bag 1001
6005 - 50 Avenue
Bonnyville, AB
T9N 2L4
Telephone: 826-3145
Fax: 826-4600

Medicine Hat School District No. 75
IMC Manager
601 - 1 Avenue SW
Medicine Hat, AB
T1A 4Y7
Telephone: 526-1323
Fax: 529-5339

Red Deer Public School Board
Coordinator of Instruction
4747 - 53 Street
Red Deer, AB
T4N 2E6
Telephone: 343-1405
Fax: 347-8190

St. Anthony's Teacher Centre
Supervisor, Curricular Resources
10425 - 84 Avenue
Edmonton, AB
T6E 2H3
Telephone: 439-7356
Fax: 433-0181

Medicine Hat School District No. 75
IMC Manager
601 - 1 Avenue SW
Medicine Hat, AB
T1A 4Y7
Telephone: 526-1323
Fax: 529-5339

Red Deer Public School Board
Coordinator of Instruction
4747 - 53 Street
Red Deer, AB
T4N 2E6
Telephone: 343-1405
Fax: 347-8190

St. Anthony's Teacher Centre
Supervisor, Curricular Resources
10425 - 84 Avenue
Edmonton, AB
T6E 2H3
Telephone: 439-7356
Fax: 433-0181

Regional Resource Centres

Zone 1

Zone 1 Regional Resource Centre
Film Supervisor
10020 - 101 Street
P.O. Box 6536
Peace River, AB
T8S 1S3
Telephone: 464-5540
Fax: 624-5941

Zone II and III

Central Alberta Media Services (CAMS)
Film Supervisor
182 Sioux Road
Sherwood Park, AB
T8A 3K5
Telephone: 464-5540
Fax: 467-5469

Zone IV

Alberta Central Regional Education
Services (ACRES)
Operations Manager
County of Lacombe
Parkland Regional Library Building
56 Avenue and 53 Street Corner
Box 3220
Lacombe, AB
T0C 1S0
Telephone: 782-5730
Fax: 7882-5831

Zone V

South Central Alberta Resource Centre
(SARC)
c/o County of Wheatland
435 B Hwy #1
Strathmore, AB
T1P 1J4
Telephone: 934-5028
Fax: 934-4889

Zone VI

Southern Alberta Learning Resource
Centre (SALRC)
Film Supervisor
Provincial Government Administration
Bldg.
120, 909 Third Avenue N
Box 845
Lethbridge, AB
T1J 3Z8
Telephone: 320-78007
Fax: 320-7817

PROFESSIONAL ASSOCIATIONS

Alberta Home Economics Association
Box 4688
Edmonton, AB
T6E 5G5
Telephone 489-1666

Alberta Teachers' Association
Home Economics Specialist Council
Barnett House
11010 - 142 Street
Edmonton, AB
T5N 2R1
Telephone: 1-800-232-7208

Canadian Home Economics Association
901, 151 Slater Street
Ottawa, ON
K1P 5H3

INDUSTRY ORGANIZATIONS/ASSOCIATIONS

Canadian Apparel Federation

605, 130 Slater Street
Ottawa, ON
K1P 6E2
Telephone: (613) 231-3220
Fax: (613) 2305

- Directory of Canadian Apparel and Textile Educational Programs
- Designers: The Newsletter of the Design Division

Chilton Book Company

Radnor, PA
19089
• Books & booklets
Coats Canada Inc.
1001 Roselawn Avenue
Toronto, Ontario
M6B 1B8
Telephone: (416) 785-1370
1-800-268-3620
Fax: (416) 785-1370
Fax: (416) 782-1472
• Educator's Catalogue

Dominion Simplicity Ltd.

7 Curity Avenue
Toronto, ON
M4B 3I8
• Books, booklets, videos

Fairchild Books & Visuals

7 West 34th Street
New York, NY
1001
Telephone: (212) 630-3875
Fax: (212) 630-3868
• Catalogues, books, videos, industry directories, market research

Fashion Industry Development Institute

c/o Alberta Manufacturing
1439 - 17 Avenue SE
Calgary, AB
Telephone: (403)
Fax: (403)

Festival of Canadian Fashion

21 Grenville Street
Toronto, ON
M4Y 1A1

Garment Industry Initiatives Committee
c/o Economic Development Edmonton
9797 Jasper Avenue
Edmonton, AB
T5J 1N7
Telephone: (403) 424-7870
Fax: (403) 426-0535

Ghee's
2620 Centenary Blvd
205, Building 3
Shreveport, LA 71104
Telephone: (318) 226-1701 or
(318) 868-1154

- Books
- Booklets

Kaneka America Corporation
65 East 55th Street
New York, NY
10022
Telephone: (212) 705-4340
Fax: (212) 705-4350
• Fashion Forecast Publications

Learning Seed
330 Telser Road
Lake Zurich, IL
60047
• Videos

Palmer/Pletch
P.O. Box 12046
Portland, OR
97212-0046
• Books, videos

Power Sewing
95 - 5th Avenue
San Francisco, CA
94118
• Books

Singer
640 Dorchester Street
St. Jean-sur-Richelieu, PQ
J3B 5A4
Telephone: (514) 359-2000
Fax: (514) 348-4624
• Canadian Sewing and Needlecraft Association,
Resource Directory, 1994-95

That Patchwork Place Inc.
P.O. Box 118
Bothwell, WA
98041 0118
• Booklets

The Taunton Press
63 S Main Street
P.O. Box 5506
Newton, CT
06470-5506
• Periodicals, books and videos

Vogue and Butterick "Sewing Today"
P.O. Box 4001, Station A
Toronto, ON
M5W 1H9
• Books and videos

DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

| Code | Distributor/Address | Telephone/Fax |
|------|---|---|
| ACC | ACCESS Network 3720 - 76 Avenue Edmonton, AB T6B 2N9 | (403) 440-7777 Fax: 440-8899 1-800-352-8293 |
| CAD | CADTERNS Custom Clothing Inc. 1984 - 148A Street Whiterock, BC V4A 6R6 | (604) 536-5199 Fax: 531-9126 |
| COP | Copp Clark Pitman Ltd. See LRDC Buyers Guide for information | |
| NEL | Delmar Publishing c/o Nelson Canada See LRDC Buyers Guide for information | |
| FAI | Fairchild Books and Visuals 7 West 34th Street New York, NY 1001 | (212) 630-3875 Fax: 630-3868 |
| IRW | Irwin Publishing Inc. See LRDC Buyers Guide for information | |
| MAX | Maxwell Macmillian Canada See LRDC Buyers Guide for information | |
| MGH | McGraw-Hill See LRDC Buyers Guide for information | |
| OXF | Oxford University Press 70 Wynford Drive Don Mills, ON M3C 1J9 | (416) 441-2941 |
| PAT | Pattern Work 307 Lakewood SE East Grand Rapids, MI 49506 | (616) 949-3429 Fax: 957-5037 |
| PRE | Prentice Hall Canada Inc. See LRDC Buyers Guide for information | (403) 341-2100 |
| RAN | Random House 2365 Areowood Drive Mississauga, ON L4W 1B9 | (416) 624-0672 Fax: 624-6217 (800) 668-4247 |
| REA | Reader's Digest Assoc. 215 Redfern Westmount, PQ H3Z 2V9 | (800) 363-6259 Fax: (514) 934-6177 |
| STR | Swing Times Ruffles Ltd. 14828 - 48 Avenue Edmonton, AB T6H 5N2 | (403) 438-6978 Fax: (403) 433-3594 |
| TTP | The Taunton Press 635 Main Street PO Box 5506 Newton CT 06470-5506 | |

CAREER & TECHNOLOGY STUDIES

FASHION STUDIES

SAMPLE STUDENT LEARNING GUIDES

INTERIM 1995
(SEPTEMBER 1995 - SEPTEMBER 1997)

| | |
|-------------------------------------|------|
| Repair and Recycle (FAS105) | J.1 |
| Fashion Dynamics (FAS201) | J.7 |
| Fashion Illustration (FAS202) | J.13 |

MAY 1995

Alberta
EDUCATION

CURRICULUM STANDARDS BRANCH

REF

WALTON

2510172

WALTON

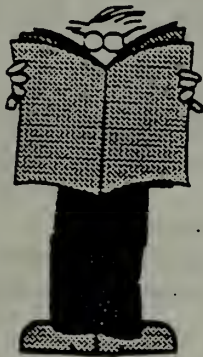
WALTON

WALTON

WALTON

WALTON

WALTON



WHY TAKE THIS MODULE?

- ☒ stretch your clothing dollar and extend your wardrobe
- ☒ update your wardrobe by using practical and creative ideas
- ☒ learn the importance of analyzing your clothing purchases carefully so that the quality of your purchase ensures longevity and ease of maintenance.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

To work successfully in this module, you must already be able to:

- ☒ thread and safely operate a sewing machine and/or serger
- ☒ identify characteristics of fibres, yarns and fabrics
- ☒ demonstrate basic sewing and pressing techniques.



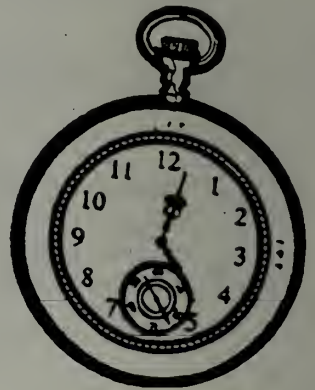
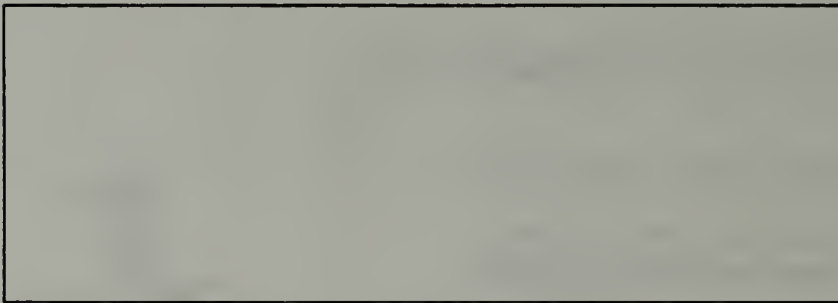
WHAT

WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?

- ☒ analyze garments based on fibre/fabric characteristics, quality, cost and maintenance requirements
- ☒ demonstrate basic repair procedures
- ☒ demonstrate the recycling of a textile item
- ☒ assess how repair and recycle may be significant for career choices.

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|------------|
| <input checked="" type="checkbox"/> Written and oral assignments | 30 |
| <input checked="" type="checkbox"/> Practical projects | 55 |
| <input checked="" type="checkbox"/> Module Test | 10 |
| <input checked="" type="checkbox"/> Portfolio | 5 |



WHICH RESOURCES MAY YOU USE?



- ☒ *Clothing: Fashion, Fabrics, Construction*
- ☒ *Fabrics, Facts and Finishes, Alberta Agriculture booklet*
- ☒ *Fundamentals of Men's Fashion Design: A Guide to Casual Clothing*
- ☒ *Reader's Digest: Complete Guide to Needlework*
- ☒ *Singer Sewing Reference Library*

ACTIVITIES/WORKSHEETS

1. You will be working in pairs or a group of three (YOU DECIDE). Each person will bring a garment that he or she or someone in the family no longer wears or hardly ever wears. Identify which could be recycled or redesigned or repaired and how to accomplish each task. This information will be expressed in poster form. Be sure to identify the article and state which of the following repair techniques and notions could be used to solve the problem and how (if it requires repair).

NOTIONS

fray check
fusible web
patch
appliqué
fabric glue
buttons and other closures

TECHNIQUES

reinforce
hand slipstitch
zig zag on the sewing machine
fuse
serge
paint or dye

Upon completion of your poster, place the poster under the correct title, your choice is:
Unwanted Clothes Find a New Beginning
Sick Clothes Are Healed

2. Practical Assignments

- Repair 8 garments. Identify the repair and what you did. This information will be written on a summary sheet.
- Recycle a garment or an article. Provide a summary sheet.
- Compile a "Recycled Clothing Directory" for your city or town and surrounding area.

3. Wardrobe Analysis (written assignment)

Choose 10 garments from your wardrobe and evaluate them using the following criteria:

- seams matching the waistline and under the sleeve and any other place
- matching of pattern or plaid at the seams
- topstitching
- zipper application
- pocket location and application
- seam stitch length and seam finishes
- straight or grain problem
- collar: does the under collar show, points of collar, roll or collar
- buttonholes: loose threads, wide spaces between stitching, fraying, size and location
- buttons: how well are they sewn, type of button, location of buttons
- other fasteners, thread durability and placement
- waistband and yoke: meets at center, bulge at yoke when wearing them
- hem: stitching, durability and evenness
- sleeve placket
- casing and elastic
- color/dye durability
- fiber content and maintenance required.

You will list each garment and write your evaluation after each is inspected.

FASHION STUDIES

Repair and Recycle (FAS105)

4. Oral Presentation

Bring two garments from your wardrobe and explain how you could redesign, recycle or embellish them. You may also explain how poor quality purchases necessitate future repairs and recycling. Be prepared to explain exactly how to do the task. Estimate time and cost involved. This presentation may be video taped.

5. Test

- given 10 repair/recycling problems, describe repair or recycle solutions for each; or
- given 10 articles, suggest ways to recycle, redesign or repair the article (note: 10 minutes per station)

6. Portfolio Entry

Representation of a recycling project. The project will consist of:

- a description
- steps involved
- resources used
- visual representation of completed project.



FASHION STUDIES
Repair and Recycle (FAS105)



WHY

TAKE THIS MODULE?

- ☒ Learn how to plan your wardrobe using elements and principles of design
- ☒ Update your existing wardrobe and learn fashion terms.

WHAT

DO YOU NEED TO KNOW BEFORE YOU START?

- ☒ To work successfully in this module, you need an interest and enthusiasm in fashion.



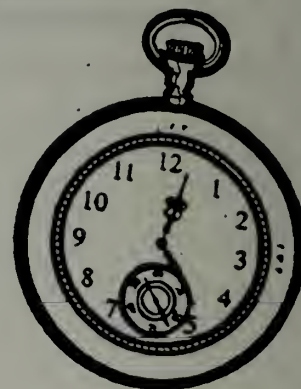
WHAT

WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?

- ☒ Describe the reasons for wearing clothing
- ☒ Identify fashion terms
- ☒ Apply the elements and principles of design to wardrobe planning
- ☒ Assess how fashion dynamics may be significant for career choices.

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|------------|
| <input checked="" type="checkbox"/> Written and Practical Work | 40% |
| <input checked="" type="checkbox"/> Garments | 40% |
| <input checked="" type="checkbox"/> Summary Sheets | 10% |
| <input checked="" type="checkbox"/> Written Test | 10% |



WHICH RESOURCES MAY YOU USE?

- ☒ *Clothing: Fashion, Fabrics, Construction*
- ☒ *Fashion*
- ☒ *Fashion Merchandising*

ACTIVITIES/WORKSHEETS

1. Function of Clothing

List five reasons why people wear clothing.

List four factors influencing clothing choices.

2. Fashion Terminology

Define each of the following terms as they relate to fashion:

- | | |
|--------------------|-----------------|
| • accessories | • fashion cycle |
| • apparel | • fashion trend |
| • capsule wardrobe | • pacesetter |
| • craze | • silhouette |
| • fad | • style |
| • fashion | • wardrobe |

Collect pictures of clothing illustrating five of the fashion terms. Trim pictures, mount and write a brief explanation for each.

FASHION STUDIES

Fashion Dynamics (FAS201)

3. Elements and Principles of Design

Discuss each of the elements of design, using pictures to illustrate your explanation:

- colour
- line
- texture.

Describe line, colour and texture best suited to your body features.

Discuss each of the principles of design using collected pictures to illustrate the explanation:

- | | |
|------------|--------------|
| • balance | • proportion |
| • emphasis | • rhythm |
| • harmony | • scale |

Look through your wardrobe. Select four outfits you like to wear and explain how the elements and principles of design apply.

4. Personal Style and Image

Describe and illustrate through pictures the various personal styles:

- | | |
|---------------|-----------------|
| • avant garde | • dramatic |
| • causal | • old-fashioned |
| • classic | • sporty |

Determine your personal style through pictures and a written explanation.

5. Wardrobe Planning

List the characteristics of a well-planned wardrobe.

Look through your wardrobe and complete a personal wardrobe inventory.

After completing the Personal Wardrobe Inventory, list the clothing items you most often wear. Examine these garments carefully and decide why they are favourites. Is it the fabric, colour, style or fit? Describe what it is you like about your favourite garments.

List the clothes you seldom wear. Analyze the fabric, colour, style and fit of each. Describe why these clothes are not favoured.

6. Shopping Methods

Describe each of the shopping methods:

- | | |
|----------------------|-------------------|
| • boutique | • discount store |
| • catalogue | • factory outlet |
| • consignment outlet | • specialty store |
| • department store | • thriftshop |

FASHION STUDIES

Fashion Dynamics (FAS201)

7. You and Your Wardrobe

Describe how your wardrobe might change:

- if you attend college or university
- if you are in the workplace
- if you are caring for a family.

Collect pictures of clothing that appeal to you. Trim and mount the pictures and explain what you like about each.

8. Update Your Wardrobe

- Repair hems, seams, zippers and tears. Sew on buttons.
- Alter garments that need to fit better.
- Embellish or update older favoured clothes.
- Remove from your closet the clothes you do not want. With your parents' approval, give these unwanted clothes to relatives, friends or the Salvation Army.

Hand in a garment you have repaired or customized. Summarize in writing the steps you followed.

Hand in a garment you have updated or embellished. Summarize in writing the steps you followed.

WHY TAKE THIS MODULE?



Express your creativity — discover the exciting world of fashion illustration. In this module, you will:

- ☒ learn to draw correctly proportioned fashion figures
- ☒ develop fashion drawing skills
- ☒ express creativity through fashion illustration.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

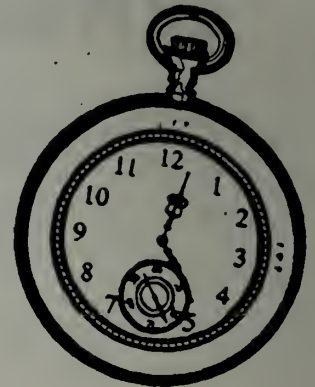
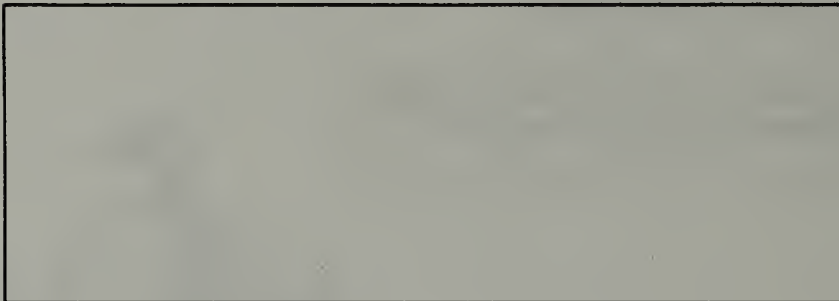
- ☒ No previous drawing experience is required for this module
- ☒ Enthusiasm and a willingness to learn will ensure success.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

- ☒ Sketch a technical croquis and a rounded figure incorporating simple gesture
- ☒ Identify garment styles and design details
- ☒ Demonstrate rendering techniques
- ☒ Demonstrate sketching techniques to create fashion illustrations
- ☒ Assess how fashion illustration may be significant for career choices.

WHEN SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|------------|
| <input checked="" type="checkbox"/> Assignments | 70 |
| <input checked="" type="checkbox"/> Reference File | 10 |
| <input checked="" type="checkbox"/> Exam | 10 |
| <input checked="" type="checkbox"/> Portfolio | 10 |



WHICH RESOURCES MAY YOU USE?

- ☒ *Fashion Sketchbook*, Bina Abbing, 2nd Edition
- ☒ *Introduction to Fashion Illustrating*, Ann Stephenson
- ☒ *Drawing Fashion*, Bill Thames
- ☒ Teacher resources and files

ACTIVITIES/WORKSHEETS

1. Draw the fashion figure following the step by step demonstration.
2. Sketch and hand in (as outlined by the instructor), a technical figure using correct fashion proportions.
3. Sketch the rounded figure using correct fashion proportions. Incorporate simple gesture using arm and leg variations (bristol board will be provided).
4. Participate in the learning activities (class discussions, slides, worksheets) on Garment Styles and Design Details.
5. Select three garment styles and two design details from the list provided. For each style and design detail collect three illustrations. Display them neatly and attractively for your reference file.
6. Collect five fabric samples or pictures of fabric. Beside each sample, render the fabric, using color, in a 5 cm square. The rendering should illustrate pattern and/or texture of the examples chosen.
7. Using your own rounded figure or a template provided by the instructor, sketch two fashion illustrations. Emphasis is on gesture and clothing design and detail. Include a thumbnail sketch of the rendered fabric. Use reference files, resources and your own imagination for ideas.
8. Research one career that requires illustrative techniques.
9. Complete and hand in Reflection. Write the test. Hand in a portfolio of work completed in this module. Display work neatly and attractively.

ACKNOWLEDGEMENTS

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The **Fashion Studies Communication Network**, with 362 members in September, 1993 and 273 members in October, 1994, received draft copies of the curriculum as it was developed.

The **Career and Technology Studies Advisory Committee** provides recommendations for all CTS curricula. Membership on the committee has changed over time; below is a complete list of members.

| | |
|--------------------|--|
| Wayne Bakker | Alberta Teachers' Association Representative |
| Mike Blackwell | Wetaskiwin Composite High School |
| Susan deWijk | Lester B. Pearson Senior High School, Calgary |
| Lynne Duigou | St. Francis of Assisi School |
| Barry Edgar | Grande Prairie Composite High School |
| George Hildebrandt | Westview Secondary School, Calgary |
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| Graham Johnston | Northern Alberta Institute of Technology, Edmonton |
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| Arnold Krause | Department of Education Culture, and Employment Government of NWT |
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| Connie Peters | Vincent J. Maloney Junior High School, St. Albert |
| Darren Reeder | Business/Industry Representative |
| Rick Roman | MLA Implementation Team: Business Involvement Advisory Group |
| Barry Stangeland | Roland Michener High School, High Prairie |
| Gordon Welch | CASS Representative |
| Gordon Worobec | Alberta Teachers' Association Representative |

The **Focus Group** provided valuable advice on development, validation and implementation of the Fashion Studies curriculum.

| | |
|---------------|--|
| Linda Capjack | Clothing and Textiles, University of Alberta |
| Norma Clark | Paul Kane High School, St. Albert Protestant Separate School District |
| Al Davey | Davey Fabrics Inc. |
| Pat Martens | Fashion Merchandising, Olds College |
| Uwe Schiffke | Fashion Industry Development Institute, Alberta Garment Manufacturer |
| Marny Schill | Onoway Junior/Senior High School, Northern Gateway Schools |
| Lori Schmidt | Industry Development Branch, Alberta Economic Development and Tourism |

Teachers serving on the **Development Task Force** generously shared their expertise and resources to draft the modules in Fashion Studies.

| | |
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| Connie Peters | Vincent J. Maloney (on sabbatical), Greater St. Albert Catholic School Regional Division |

Teachers from across Alberta participated in the field review of the Fashion Studies strand.

1993-94 Field Review

| | |
|-------------------|---|
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| Colleen Kirk | Our Lady of the Assumption, Calgary Roman Catholic Separate School Division |
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1994-95 Field Review

| | |
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| Gail Dingle | Lord Beaverbrook High School, Calgary School Division No. 19 |
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1994-95 Independent Field Review

| | |
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